



SPC *Scholarly Guide*

A New Format to Highlight the Work of SPC Faculty

This is the first issue of the SPC Scholarly Guide that features a new format. The change seems logical given that the newsletter is electronic. This allows us to include graphics and images that would be difficult to include in a hard copy publication. As a result of this format change, please send photos when available with any news item you send to us. Most forms are acceptable (jpeg, bmp, etc.). If possible we will include images that add some life to the information you provide. Please send news regarding publications, presentations, grants, and other scholarly work to Deborah Kearney (dkearney@spc.edu) at the Office of Faculty Research and Sponsored Programs.



Under the leadership of Vice-President for Academic Affairs, Dr. Marylou Yam, a team has designed an online SPC Center for Excellence in Teaching and Learning (CETL). The CETL is a portal that was created to serve both students and faculty. The CETL main page contains links to faculty resources related to topics such as (but not limited to) advising, effective syllabi, and teaching tips. Student resources include course requirements by major and links to First-Year Experience. Shared resources are also available as well as a calendar of CETL events and a contact form for suggestions from users.

In addition to Dr. Yam, CETL team members include: Frederick Bonato, Director of Faculty Research and Sponsored Programs; Mildred Broccoli, Dean of Freshmen and Sophomores; Michele Lacey, SPC Webmaster; Nicole Luongo, Department of Education; and Edward Moskal, Department of Computer Science. The CETL can be accessed by through the following link: [CETL](#). An official launching is scheduled for March 25th in McIntyre B.

Grant Proposal Procedures

Forms have been updated for SPC grant seekers. Faculty and staff who are considering applying for either a private or government grant should first submit the "intent to apply for a grant" form. This form can be found at the [SPC Grants Webpage](#) or the OFRSP intranet page. This form should be submitted at the beginning of the grant writing process.

Once the intent form has been approved, you can begin work on the actual proposal. Assistance with the entire grant proposal process is available. For private grants, Carolyn Weaver (cweaver@spc.edu) can be reached at (201) 761- 6108. For government grants, Frederick Bonato (fbonato@spc.edu) can be contacted at (201) 761-6250.

Before a grant proposal can be submitted by the College for a faculty member's project, it must obtain final approval. The final version of the grant proposal should be accompanied by the SPC Grant Approval Form that can be downloaded from the [SPC Grants Webpage](#).

A workshop on grants will be presented in the Emeritus Room on Thursday, March 12th, from 12:00-12:50. If you are interested in attending, please contact the OFRSP (Dkearney@spc.edu, or ext. 6250).

SCHOLARLY ACTIVITIES

Your work is important. If you present at a conference, publish a paper, or disseminate your scholarly work in some other way, please send the information by e-mail (fbonato@spc.edu) so that it may be included in the SPC Scholarly Guide. For papers in press, please wait until they appear and please supply citation information.

LAURA TWERSKY of the Biology Department and SPC students received the following grants from the TriBeta Biological Honor Society Research Foundation: Andrew Kelly and Sophia Politis "Analysis of the antiangiogenic potential of selected dietary factors using the chorioallantoic membrane assay and fractal parameters". Nadia Pasquale and Vijetha Reddy "Effects of dietary agents on prevention of experimentally-induced cataracts in chick embryos".

JAMES CLAYTON of the Education Department co-presented a second workshop on October 24th for teachers at the annual Association of Math Teachers of New Jersey's (AMTNJ) conference in Somerset, NJ. "Come Fly With Me: Paper Airplanes Make Math Lessons Soar!" was a 90-minute presentation, which included a theoretical and hands-on view of various concepts of mathematics and physics. The conference participants discussed educational theory before utilizing hands-on paper-folding strategies to explore the science of flight while applying the mathematical concepts of measurement, geometry and statistics. Dr. Clayton was pleased to co-present the workshop with his daughter, Sera, a fourth grade classroom teacher.

Dr. Clayton also co-presented a two hour workshop on November 6, 2008 for teachers at the NJEA convention in Atlantic City. The title of the workshop was "Come Fly With Me: Paper Airplanes Make Math Lessons Soar!" Dr. Clayton's co-presenter was his daughter, Sera, a fourth grade teacher in the Livingston School District.

JAMES CLAYTON and NICOLE LUONGO from the Education Department presented on October 23, 2008 at the annual Association of Math Teachers of New Jersey's (AMTNJ) conference in Somerset, NJ. "Bloomin' Cubes: Paper Folding Gives Meaning to Perimeter, Area, and Volume!" was a 90-minute presentation, which included a theoretical and hands-on view of various geometric concepts. The conference participants explored technology and learned hands-on paper-folding strategies with respect to theoretical foundations and current pieces of educational technology. Using Bloom's Taxonomy as the educational foundation, Drs. Clayton and Luongo discussed the basic principles of plane geometry as well as the relationships between perimeter, area, and volume.

NICOLE LUONGO of the Education department published an article entitled "Using Blogs to Enhance Middle School and High School Education" in the July 2008 techlearning.com's journal Educators' ezine. In the article, Dr. Luongo explained that educators may use a blog to provide information to students, parents, community members, administration, or other teachers. The article can be accessed at <http://216.130.185.103/shared/printableArticle.php?articleID=196605279>.

RACHEL WIFALL of the English Department published an article entitled "Setting As You Like It: Shakespearean Appropriation for the Cable Television Market," in the Spring/Summer 2008 edition of the online journal Borrowers and Lenders: the Journal of Shakespeare and Appropriation. In March she will chair a panel entitled "Defying Death and Authority in Early Modern English Drama" in Los Angeles, at the 2009 conference of the Renaissance Society of America.

WILLIAM LUHR of the English Department delivered a lecture entitled "*Double Indemnity, Film Noir, and American Cultural History*" at New York University, Department of Cinema Studies on January 28, 2009. He also discussed the Oscar nominations on WSPC radio on January 29, 2009. Dr. Luhr organized and co-chaired a presentation by Professors Weihong Bao (Columbia University) and Zhang Zheu (NYU) entitled "*Transparent Shanghai: The Emergence of Sound and a Left-Wing Culture of Glass*" on January 22, 2009 at Columbia University. Dr. Luhr also co-edited a book entitled *Screening Genders* that has been published by Rutgers University Press. He also organized and chaired a presentation by Professors John Belton (Rutgers -- New Brunswick) and Scott Higgins (Wesleyan University) entitled "*Silent Color*" at Columbia University on October 23. Dr. Luhr also participated as an invited scholar in Le Giornate del Cinema Muto (Festival of Silent Cinema) in Pordenone, Italy from October 3-12.

CONSTANCE WAGNER of the English Department wrote an essay "THE WAR WITHIN: Frodo as Sacrificial Hero". It is included in a two-volume book soon to be available from Britain's Tolkien Society. In September 2008, she presented "THE LURE OF THE RING: An Exploration of the Seductive and Destructive Power of Isildur's Bane" at DragonCon, a large-scale conference based in Atlanta, Georgia and devoted to science fiction and fantasy. This piece was based on a chapter of her book in progress *The War Within: Frodo as Sacrificial*. Also, September 25th - September 29th, 2008 found her presenting two panels on her work on sacrificial heroism in *The Lord of the Rings* and chairing a seminar entitled *Middle-earth as Muse* at a Kentucky based Tolkien celebration known as *A Long Expected Party*.

EUGENIA PALMEGIANO of the History Department presented a paper, "*'Politics and the Press' – An Unfamiliar Look at a Very Familiar Subject*," Annual Conference, Victorian Interdisciplinary Studies Association of the Western United States," and acted as moderator/commentator for a session, "*The Role of Women in Journalism*," Annual Convention, American Journalism Historians Association, both in Seattle, October, 2008. She has also been named national chair of the Awards Committee of AJHA, in which position she will coordinate all award juries of the Association.

SHEILA RABIN of the History Department gave a talk in November 2008 titled "Kepler's Astrological Cosmos" at the History of Science Society annual meeting in Pittsburgh, November 7-10. Dr. Rabin also gave a talk titled "Kepler's Astrology and the Shape of Time" at the Barnard Medieval and Renaissance Conference.

BRIAN HOPKINS of the Mathematics Department gave an invited talk in the Special Session on the History of Mathematics at the Eastern Section Meeting of the American Mathematical Society, held 11 and 12 October at Wesleyan University in Middletown CT. His presentation, "Fleury and Hierholzer on Euler Paths," considered two proofs from the late 1800s that completed Euler's 1736 work on the bridges of Königsberg.

MICHELE HARTMAN of the Political Science Department presented a paper for the Gender, Race and Ethnicity section: "*Assimilation vs. Accommodation - The NY Irish during the Civil War*." The paper was presented at

the Northeastern Political Science Association Annual Meeting, Boston, MA November 13-15, 2008.

In addition, she chaired two panels: 1) Global Climate Change II: Governance and Policy Options Section Environmental Politics and, 2) Policy Ideological Debates Underlying Policy Choices: Gender, Race and Ethnicity. She was also a selected invited guest for the 28th Annual Harvard Celtic Colloquium, Harvard University that was sponsored by the Department of Celtic Languages and Literatures, Harvard University, Cambridge, MA, October 10-12, 2008.

Dr. Hartman chaired three panels: "Varying Perspectives on Same-Sex Marriage," "Religion and Immigration Politics," and "Human Trafficking." at the 2008 Annual American Political Science Association Meeting, Boston MA, August 28-31. She also chaired three panels: "Race, Gender, Sexuality and Popular Culture," "Attitudes towards Immigration and Immigrants," and "Early American State Building," 66th Midwest Political Science Association, Annual National Conference, April 3-6, 2008, Chicago, IL.

SUSAN GRAHAM of the Theology Department has written an article, "*Justinian and the Politics of Space*," that appears in *Constructions of Space II: The Biblical City and Other Imagined Spaces*. Edited by Jon L. Berquist and Claudia V. Camp. Library of Hebrew Bible/Old Testament Studies 490. New York: T & T Clark International, 2008.

She has also given the following invited seminar lectures: "Justinian's Nea: A Historical-Archaeological Problem." Hebrew University, M.A. Seminar in Historical Methodology, December 2008. "Jerusalem Now! Modern Christians Look at the Holy City." Bar-Ilan

Christians Look at the Holy City." Bar-Ilan University, M.A. Seminar in Land of Israel Studies, December 2008. Justinian and the Politics of Space." Pp. 53-77 in *Constructions of Space II: The Biblical City and Other Imagined Spaces*. Edited by Jon L. Berquist and Claudia V. Camp. Library of Hebrew Bible/Old Testament Studies 490. New York: T & T Clark International, 2008.

Dr. Graham also gave the following invited Lectures: "The Jerusalem of Jesus: A Christian View." Graduate Seminar on "Jerusalem in the Second Temple Period." (Prof. Joshua Schwartz.) Bar-Ilan University, Ramat Gan. December 9, 2008. "Justinian's Nea: A Historical-Archaeological Problem." Graduate Research Workshop in History and Israeli History. (Prof. Moshe Sluhovski and Dr. Oded Ir-Shai.) Mandel Institute of Jewish Studies, Hebrew University, Jerusalem. 17 December 2008.

FREDERICK BONATO and ANDREA BUBKA of the Psychology Department presented research entitled, "Cinema Sickness and Self-Motion Perception" at the annual meeting of the Psychonomic Society in Chicago, Illinois, November 13-16, 2008. Drs. Bonato and Bubka also appeared on the television show, *Weird Connections* in an episode on sensory conflict and motion sickness. The show aired on the Science Channel starting in December, 2008 and will be rebroadcast in Spring, 2009.

MARYELLEN HAMILTON of the Psychology Department presented research entitled, "The Influence of Word Frequency and Time of Day on Age Effects in Priming" at the annual meeting of the Psychonomic Society in Chicago, Illinois, that was held November 13-16, 2008. Her collaborators on the research were Lisa Geraci and Jimmeka Guillory from Texas A & M University.

TEACHING TIP: NICOLE LUONGO, *EDUCATION DEPARTMENT*

DEVELOPING A DISTANCE LEARNING COURSE

Did you know that millions of students are currently participating in online learning courses at higher education institutions of in the United States? Unquestionably, online teaching has become a popular form of education. In today's world, it is not only a popular, but an almost necessary, component of any higher education institution's course listings. Over the past school year, I have converted several graduate and undergraduate face-to-face education courses to online and hybrid versions. These changes have permitted non-traditional and overburdened students to complete courses that they may not have been able to take if they were offered in a traditional face-to-face format. The big question on many professors minds, though, is not **why** colleges should offer online courses, but how to go about creating them.

Distance learning is a field of education that combines pedagogy, technology, and instructional design to deliver instruction to students who are not physically "on-campus". Rather than attending face-to-face courses, teachers and students communicate by exchanging printed or electronic media, or through technology that allows them to communicate in various ways. In order to view the guidelines for developing a distance education course at Saint Peter's College, please examine the following link: <http://www.spc.edu/pages/1271.asp>

There are various reasons why people want to take online, non-classroom courses. Many students are busy, and do not have the time to travel to a traditional campus four to five days a week. Additionally, students have parking and traffic concerns. The availability of online courses can lessen their stress and anxiety levels, as well as their commuting time. Fundamentally, students prefer the convenience of online learning because they can access class whenever and wherever.



DR. NICOLE LUONGO

Although some professors have thought about teaching an online course, some clearly do not know where to begin. Many educational administrators and supervisors assert that their schools need online courses. However, where and how does a professor begin to design one? The first step is to gather the information the instructor needs for the class. As with a traditional face-to-face class, a teacher will choose textbooks or external readings. If he or she has taught this class in the past, he can use the same textbooks or readings. However, online course materials need to be accessible to the student online in the form of a web page, .pdf file, or a Microsoft Word document. An alternative to this online presence would be to have the readings printed and mailed to students or given to them at the first face-to-face meeting. When I designed my ED301: Tests and Measurements online course, I used the same textbook and online quizzes I had used when I taught it traditionally. Whereupon I used to physically distribute additional readings (such as the New Jersey Core Curriculum Content Standards), I

I provided web links to these documents and placed them into the Blackboard shell for students to access.

The next step is to create an effective syllabus. Since the online student will be working independently, the syllabus must be clear, complete, and unambiguous. It must explain what is expected and offer a concrete timeline. Once again, a professor may want to use the same syllabus he or she used in the past, with certain modifications. A detailed syllabus should contain clear learning objectives, assessment measures, and due dates. Moreover, students should have access to assignment rubrics as well as models of previously accepted assignments. When developing the Tests and Measurements online course, I used my traditional syllabus and divided it into several learning modules. These weekly modules provided students clear timelines and requirement instructions. Each module included readings, streaming videos, online quizzes, and various assignments and projects. In Blackboard, I created sections labeled “Rubrics for Assignments” and “Assignment Examples”. In these sections, I include all of the rubrics that I use to grade their papers and projects as well as several exemplars of acceptable work. Furthermore, students must know how to hand in assignments. A professor can have students submit work using email or using the Digital Dropbox in Blackboard. Another option is to have the students mail work to the professor using regular “snail” mail.

Next, the professor must request a Blackboard shell from the Instructional Technology (IT) Department. After receiving approval to develop my online class from my Department Chair, the Distance Learning Committee, and the Dean of Students, I contacted Renee Evans at revans@spc.edu and let her know it was an online course that I was developing. At this point, it is up to the professor to develop the Blackboard shell. As with a face-to-face course, a professor’s style of teaching will be reflected in this design.

Once the course begins, it is essential that the professor checks in online at least once (but usually more than once) a day. Since the online student will be working at his or her own pace (which can sometimes mean the middle of the night), assignments will arrive in the professor’s email inbox at random times. Since the teacher and student do not have the opportunity to meet face-to face, prompt feedback is essential to developing an effective online course. When at all possible, I try to give feedback within 24 hours of student submissions. If this is not possible, an email explaining that I will take longer will often ease the students’ concerns. This feedback policy should be discussed in the syllabus. Not all feedback has to provide corrected work or a graded assignment. Sometimes an acknowledgement to a student that an assignment was received is enough to make the student feel comfortable. There is nothing more frustrating to an online student than to submit assignments with no or delayed feedback.

Finally, the online professor should be prepared to deal with unmotivated students and attempt to keep them on track. One of the biggest challenges faculty face is keeping the online learner focused to make learning a priority. Since an online professor cannot physically see a sleeping student or see the expressions of the class, he must use other tools to determine how students are reacting to the course material. Often, I will send an email to or phone a student who has not “logged in” for a while. This personal interaction can spark student interest and let them know that the professor is interested in his success.

In conclusion, distance education is here to stay. With the way the world is changing and moving, it will most likely be increasing in popularity and necessity. If created in an orderly and systematic manner, these courses can serve the needs of a wide variety of students and teachers.

RESEARCH TIP: WEI-DONG ZHU, *APPLIED SCIENCE AND TECHNOLOGY*

My discipline happens to be physics. However, I hope the tips I share in this article can be applied to many other disciplines. First of all, I want to reiterate one research tip that has probably already been mentioned by a few other professors: *Stay connected to the professional community*. I find myself connected to the professional community through the following channels:

Go to professional conferences

This is probably the most efficient way to stay connected. At conferences, I get a chance to present my own work as well as listen to other researchers' presentations. Often times, good research ideas are inspired from questions that I am asked or discussion with other conference participants. Collaboration between different groups sometimes starts from a good discussion in a conference.

Publish in peer-reviewed journals

Publishing in a peer reviewed journal is not always an easy task, at least in my discipline - Physics. My previous paper took about a year to get published. I encountered a tough reviewer. It was really persistence and patience that eventually got me through. Difficult as it might appear to be sometimes, I found publishing to be absolutely necessary. After all, journals are where other researchers can find out what my research group is up to.

Review for journals

Occasionally, I receive emails from editors of certain professional journals requesting me to review a manuscript of a paper. This is completely voluntary. Given the fact that I am already busy enough with teaching, advising students and doing research, why would I still do it? I consider this as my service to the professional community. Although the reviewing takes some time (being a serious reviewer, I usually read the manuscript two or three times



DR. WEI-DONG ZHU

before I start to write a referee's report), there are of course some immeasurable benefits that come along with it. For one, I get to see the submitter's work first. If the work is close enough to mine, often times I get some inspiration from it.

Collaborate with other researchers

Everybody probably knows the importance of research collaboration. It helps distribute the work load as well as utilize the specialty of all research collaborators. I found this extremely important to me. Sometimes I have an idea but do not have time to do it myself or cannot find anyone to carry it out in my research group. I would then bring it up to my collaborator who has more graduate students. Most of the time, my collaborator will find a way to help investigate the subject. As a graduate physics program is not yet available in the department of applied science and technology at Saint Peter's College, the majority of the time, I conduct research with undergraduate students. That brings me to my second point:

Conduct research with undergraduate students

Junior and senior students are probably more prepared to work in a research project. However, it doesn't mean they are always motivated enough to work hard. Sometimes, I would rather have a motivated freshman/sophomore rather than a less motivated junior/senior. Undergraduate students often have busy schedules during their first two years. However, that does not stop them from getting into research projects early. As a recent example, I identified Luan To, an honor student who declared physics as his major in his freshman year. After a mutual evaluation period, he agreed to work as my student research assistant on a project in my lab for the rest of his college years. We made a general research plan and even set long term and short term goals for him. At the beginning, I always tried to spend some time with him in the lab whenever he had spare time, teaching him bits and pieces (I consider this as teaching in a non-traditional environment, though sometimes it may look like an apprenticeship). As soon as he was comfortable enough with the project, I let him to proceed by himself and checked his progress periodically. I also tried to provide whatever assistance he needed to make sure a smooth research experience for him. He told me multiple times that he really enjoyed the excitement when a new phenomenon was observed. Of all the things that I can give to the students, what could be better than the exciting moments?

To summarize, I believe conducting research effectively with undergraduate students can be approached from the following aspects:

- a. Identify a good student (often from the lower level courses).
- b. Make a detailed research plan with him/her, set short term and long term goals.
- c. Give him/her freedom to do the research.
- d. Advise him/her periodically and provide assistance whenever needed.
- e. Encourage him/her to present in student conferences or even professional conferences; provide financial support for their trips whenever it is possible.
- f. Be generous with including his/her name in publications; this might really mean something in their application to graduate schools.

Upcoming Faculty Development Workshops and Events

March 12

Workshop: Grants for Faculty
Emeritus Room, 12:00-12:50

April 8

Workshop: Faculty Fellowships
Degnan Conference Room, 12:00-12:50

April 13

Workshop: Risk and Riches: Managing
Risk for Faculty-Led Study Abroad
McIntyre A, 12:00-1:30

May 5 (Reading Day)

Faculty Development Workshop
McIntyre, 8:30-2:00

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

CETL LAUNCHING
MARCH 25th, 12:00
McIntyre B
www.spc.edu/cetl