

THE MODERATOR'S HANDBOOK

FIVE COLLEGE LEARNING IN RETIREMENT

Approved by the Curriculum Committee
December 7, 2017

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Introduction

Based on experience of past moderators, this Handbook is intended to encourage initiative and creativity in the envisioning, proposing, and implementing of seminars and workshops that will attract and benefit 5CLIR members. It has been developed for 5CLIR members who have never moderated before, as well as for experienced moderators who may be looking for additional nuggets of wisdom.

The Handbook is organized sequentially:

Part I deals with the Proposal Process, from the dawning of an idea, through the proposal writing and submission, working with the Curriculum Committee, and final approval.

Part II starts with what a moderator should be doing in the months before the start of the semester, and continues with the actual moderating process, including the responsibilities of the moderator, and tips on improving the quality of the seminar and handling challenging situations.

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PART I: THE PROPOSAL

An overview of the steps involved

You have an idea, an interest, or passion you would like to explore and share with other LIR members



Refining your ideas



Writing your proposal using the LIR Proposal format and submitting it to the Curriculum Committee



Working with a liaison from the Curriculum Committee to clarify and/or refine the proposal



Getting final approval and attending the Preview

THE PROPOSAL

THE BEGINNING: AN IDEA, INTEREST OR PASSION

It all begins with your enthusiasm, interest or passion in a topic or activity. It could be a particular era in history or the important people of that era; a certain author or literary or scientific 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 have a passion for it, and you think that others in 5CLIR might share your enthusiasm and want to learn about the subject or enhance their skills along with you.

REFINING YOUR IDEA

Once you've settled on the general subject, one of the most important questions you need to ask yourself is whether there would be sufficient interest in your idea in the 5CLIR community. Under the Resources links on the website, you can find a list of past seminars and an archive of past catalogs. If that doesn't help, you can also approach veteran 5CLIR members to get their sense. But don't be afraid to propose a totally new idea. Sometimes the only way to find out if there is interest in your idea is to simply propose it.

As your idea takes shape, it's important to consider whether it's too "small" to make use of the available time, e.g. 7-10 two-hour meetings? Or is it too large so as to be without definition or focus?

Finally you need to decide whether your idea will work better as a seminar or a workshop. The purpose of a **Seminar** is intellectual learning about a subject through presentations and/or discussions. Think about the questions and topics you hope the seminar will address. Remember, one does not need to be an expert in the subject in order to propose a seminar on it. What you need is the curiosity to learn more, and willingness to do sufficient background work to become familiar enough with the topic to guide the seminar.

Workshops, on the other hand, focus on improving a skill-set. Learning takes place through leader 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. The list of 5CLIR workshops is quite diverse, and has included food tasting and preparation, photography, financial planning, painting and drawing.

Whether a seminar or workshop, think about whether the resources participants will need are readily available at reasonable cost and understandable by non-experts.

THE PROPOSAL FORMAT AND THE WRITING OF THE PROPOSAL

Having gotten this far you are now ready to start drafting the actual proposal.

If you are unfamiliar with the proposal format, go to <http://5CLIR.org/forms/>. In the list of forms, click on either of the links under Seminar Proposal Form. One is a paper form, while the other is an online form, but they are both the same format, and apply to either a seminar or workshop. A copy of the online form is in Appendix A of this Handbook.

NOTE: In order to maintain consistency throughout the Catalog, the Curriculum Committee has developed a “**Style Guide**” which has general style guidelines for you to use in drafting your proposal. It is included as Appendix B of this Handbook.

There are two important factors to consider before drafting the proposal. First is the submission deadline, which can be found in the 5CLIR calendar at 5CLIR.org. Second is the word limits for each part of the proposal, which are found on both the paper and online forms.

Some questions on the proposal form that require some thought and decisions include:

Starting Week/Number of Weeks

The normal 5CLIR "semester" runs for ten weeks, with an eleventh week available to make up a snow day if necessary. Seminars and workshops usually start near the end of September in the fall or the end of February in the spring. See the monthly 5CLIR newsletter or on-line calendar for exact dates. For a standard 10-week seminar, enter "starting week" = 1 and "number of weeks" = 10. You may choose to offer a shorter seminar or workshop that starts in week 1 or later.

Moderator Name(s) and Contact Information

You may wish to consider working with a co-moderator for a number of reasons including the advantage of having someone to work with in the development of the proposal and to assist in the actual running of the seminar/workshop.

A note on word limits in the proposal: The word limits for "**Purpose,**" "**Description,**" "**Resources,**" "**Participant roles,**" and "**Moderator Information**" are indicated on both the online and printable proposal forms. These limits are necessary to assure that the text of your proposal will fit on one page of the catalog. Please consider these limits as you begin to draft your proposal.

Title (Maximum 30 characters, including spaces)

Subtitle (Maximum 15 words) (Optional)

The Title and Subtitle (optional) should be as clear, original and appealing as possible in order to catch the interest of prospective members.

Seminar or Workshop:

This is an either/or question (see description above of these two types of offerings).

Purpose

This should be a very brief statement of your overall goal: what do you want people to get out of the seminar or workshop? Examples of Purpose statements can be found in any 5CLIR Catalog or on the web under Programs on the website. For each seminar/workshop, there is a brief statement just beneath the title/subtitle. This is the “Purpose” statement. It is succinct and lets the reader know in general what he or she might learn and/or what the program will be about. The purpose statement should be consistent with the Description which follows in the proposal. The Purpose statement should be written as a complete sentence.

Seminar/Workshop Description

It is here you get to “sell” your proposal as well as have the chance to provide the information that allows a 5CLIR member to make a fully informed choice regarding whether or not to register for the seminar/workshop. You can give a brief background, explain why this topic is important, as well as the overall approach of the seminar/workshop. If appropriate a small "sample" of possible topics to be covered and questions to be addressed could be provided. You may supplement this list later with hand-outs at the Preview that also can be posted online.

Maximum Number of Participants

The maximum number of participants is dependent upon a number of factors that you should consider:

- In a 10-week seminar that involves formal presentations by all the participants, the maximum number is typically 18. This number allows for an introductory session usually led by the moderator(s) plus two presenters per two-hour session in the remaining 9 sessions.
- You may want to specify a lower maximum if, for example, you plan to set aside special time for such things as additional discussions, the watching of a video, a guest speaker, a field trip, etc. You may also want to have fewer than 18 participants if you plan a seminar of fewer than 10 sessions, or simply because

you believe the seminar/workshop would work better with a small number of participants.

Are You Willing to Accept Emeriti Auditors?

Emeriti auditors are 5CLIR members with a 4-year history of seminar participation who feel, for a variety of reasons, unable to prepare and deliver seminar presentations or lead a discussion, but still want the opportunity to participate in a seminar. These individuals are full 5CLIR members. Moderators have the choice of whether or not to accept up to 2 Emeriti auditors in a seminar. If you decide to accept any Emeriti members, the Emeriti member(s) will be in addition to the number of other participants you designate. You will discuss with any Emeriti members the nature of their participation. For example, you might want an Emeriti member to complete all of any required readings and participate in (but not lead) the discussion. The Emeriti auditor program was begun as a two-year experiment in the Fall of 2016, and of this writing, has received very positive reviews.

Roles of the Participants

The description of roles of participants serves to provide prospective members with a further specification of what will be expected of them in the seminar or workshop; e.g., making a presentation, leading a discussion, etc. Be as specific as possible.

Publications and Resources

If you plan to ask members of the seminar/workshop to read particular books or essays, you should list the details of those items and indicate whether the resources are required or recommended. You should also note if you are planning to distribute to the participants a bibliography or other list of resources that might be useful, and where those resources might be available.

Relevant Information about the Moderator(s)

When writing about yourself, be sure to mention any expertise you have regarding the seminar/workshop topic. On the other hand, if you are offering the seminar/workshop out of personal curiosity and interest in the topic, don't be afraid to simply note passion for the topic as a layperson. It is also helpful to mention your experience in moderating seminars and/or workshops in 5CLIR.

PLEASE NOTE: The Curriculum Committee may make minor changes to your proposal involving grammar, punctuation or style, to maintain consistency throughout the Catalog. Such changes will not alter the substance of your proposal in any significant way.

PLEASE NOTE: In Appendix C of this Handbook, you will find samples of a seminar and a workshop proposal. These may be helpful as you draft your own proposal

SUBMISSION TO THE CURRICULUM COMMITTEE

The online proposal form is in a Jotform format. You may compose your proposal using software such as Microsoft Word. However, if composing offline, be aware of the total word limits for the “Purpose,” “Description,” “Resources,” “Participant Roles,” and “Moderator Information” fields. Once you have completed your final draft of the proposal, the easiest way to submit the proposal is to copy and paste it into the online Seminar Proposal form found at 5CLIR.org under the Resources link. If you use the paper form, again, be aware of the word limits as you draft. You may fax or mail the completed paper form to the 5CLIR office.

WORKING WITH THE LIAISON FROM THE CURRICULUM COMMITTEE AND EDITING THE PROPOSAL

You will receive an email acknowledgement when you submit your proposal. After submission, it is distributed by email to the members of the Curriculum Committee. A member of the Committee is assigned as a liaison to work with you in finalizing the proposal.

The entire Curriculum Committee will review your proposal, generally at its next monthly meeting. If the committee has any comments and/or concerns about the proposal, the liaison will communicate those concerns, and if necessary, suggest revisions. He or she will work with you toward the most efficient way of making any changes. Any revisions or changes are made on a Word version of your proposal that your liaison will send to you. If you don't agree with the suggestions, the liaison will carry your thoughts back to the Committee, and there will be an attempt to reach a consensus.

FINAL APPROVAL AND THE PREVIEW

Once the Curriculum Committee agrees that the proposal is ready for inclusion in the Preview Catalog, the liaison informs you that it has been accepted. The proposal is sent by the Curriculum Committee to the 5CLIR Office for inclusion in the next semester's catalog. The Catalog is distributed to 5CLIR members and visitors at the Preview of seminars for the upcoming semester, held toward the end of the present semester. As a Moderator, you are expected to come to the Preview and are encouraged to bring any additional materials such as handouts, suggesting possible presentation of discussion topics (40 copies are usually sufficient), books, etc. to help prospective participants more fully understand your seminar plans. Some moderators even bring a laptop to show relevant pictures or videos. You can find the Preview dates on the 5CLIR calendar on the 5CLIR website.

PART II: MODERATING A SEMINAR OR WORKSHOP

MODERATOR RESPONSIBILITIES BEFORE THE FIRST SEMINAR MEETING

Approximately 6-7 weeks after the Preview (after seminar registration and the Lottery), the 5CLIR Office will send you and the members who have been enrolled in your seminar or workshop an initial “class list” with the names, addresses, telephone numbers and emails of those who are enrolled in the seminar or workshop. Note that this list may change if and when people decide not to take the seminar and other people register.

PLEASE NOTE: Enrollment of newcomers to a seminar or workshop is handled exclusively by the 5CLIR office, not independently by the moderator. The moderator must report to the 5CLIR office anyone missing the first two meetings (assuming you were not notified of, or didn't approve of their absences). The 5CLIR office will replace absentees through the waiting list if there is one.

When you receive the initial enrollment list for your seminar or workshop, you will find it handy to develop a permanent group mailing list of the participants so that you can contact them by email quickly and easily in the future.

Usual next steps involve two different sets of activities described below – one relating your interactions with participants leading up to the first session, and the other regarding seminar or workshop logistics.

CONTACTING THE REGISTRANTS – A CHECKLIST

The Welcome Letter

- As soon as possible after you receive the list of participants, send a welcome email to your class members that includes information about how the seminar/workshop will work.

- With seminars based on presentations, you should develop a list of possible topics, and ask your participants to choose a topic as soon as possible, because the creation of your seminar schedule depends upon it.

- Your email should also clarify the length of time they are allotted to present (usually about 30 minutes, which allows ample time for discussion).

- With workshops, you may need to suggest materials and equipment that the registrants should bring to the workshop.

Develop the schedule

- In seminars, ask your participants to choose a topic as quickly as possible from the list you provided. Most moderators allow participants to present on topics not listed, but only with the moderator's approval, so that they can be sure the topic fits within the overall goal of the seminar. Remember that the final decision is yours: you have the right to disallow (always done tactfully, of course) presentations you think are inappropriate or beyond the scope of the seminar as you have designed it.
- When topics are selected, develop a schedule that indicates who is doing what and when. Be as specific as possible – list dates and Hour 1 vs. Hour 2. It's up to you whether the seminar requires a certain chronology. For example, a seminar on the history of a certain era might work better if you scheduled presentations as close to the historical chronology as possible. Other seminars may not have such considerations.
- The schedule may require several iterations. Class members may tell you that they expect to be away on a particular date, or that they have (for good reason) a specific date when they wish to present. You may also have to negotiate some agreements among members who have similar, or identical, choices of presentation. (To help with this, you can ask for first and second selections of topics before drafting the schedule.)
- Revise the schedule if new members have joined, or someone has dropped out. This will entail some more revisions to the schedule. Latecomers may be asked to take on a particular topic that you think is important for the overall experience of the seminar.
- Even in workshops, schedules of what activities will be done during the course of the semester may be useful for participants to understand how the seminar will be run.
- The points above regarding formulating the schedule are only suggestions as there are no 5CLIR rules that apply to the steps that a moderator can take to shape his or her seminar/workshop.

If you have fewer participants than you planned on, you have several options, including:

- Decrease the number of seminar hours by shortening the length of one or more sessions, decreasing the number of sessions (i.e., starting later in the semester, or ending earlier), or a combination of these.
- Adding in more time for discussion, perhaps combined with short presentations that you make (this should not be too burdensome if you have expertise in the

subject); or asking participants if they would like to volunteer to make a presentation or lead a discussion on more than one identified topic.

“Final” draft of the schedule

Send your “final” draft of the schedule to your participants before the first meeting. However, don't be surprised if at the last minute you hear from a participant who suddenly remembers that grandchildren from California are visiting that week.

Plan “B”

Have something “in your back pocket” to pull out when someone calls in sick the day of his or her presentation. You might have a video, a hand-out, or other supplementary materials that can fill in the gap. If you have a full-blown presentation you were planning to do yourself at a later date, now might be the time to give it.

Emeriti auditors

If you have Emeriti auditors in your seminar (see p.6), you should contact them to discuss how you would like them to participate in the seminar.

What to expect of participants

As you think about your seminar and what to expect of participants, it will be helpful to review the 5CLIR document, The Participant’s Handbook. It reviews the basics of how participants in 5CLIR programs can get more involved, what they should expect in seminars and workshops, and tips on improving their seminar presentations.

LOGISTICS – A CHECKLIST

Room Arrangements

About a month before your seminar or workshop begins, it is a good idea to take a look at your assigned venue, with your seminar or workshop in mind. You may want to call the 5CLIR office first to make sure that you can get in the room. After looking at the room, if you believe that changes in the room arrangement, lighting, or temperature are necessary, please contact the 5CLIR office to make those arrangements at least 3 – 4 weeks before your seminar begins. Some venues require at least 2 weeks notice to schedule changes in room arrangement. The Moderator is also responsible for making any “last minute,” temporary changes in the room set-up and restoring the room back to its original set-up. Finally, the Moderator is responsible for leaving the room the way it was found (e.g., removing cups from the table, putting chairs where they were found, etc.).

❑ Audio-visual equipment

AV equipment is the bugaboo of many seminars. Many of us have a love/hate relationship with it. As seminar moderator, it's always wise either to help a participant with their AV needs, or help the presenter find a tech-savvy volunteer for assistance. Many of the seminar and workshop venues have technical assistance experts onsite. If so, they greatly appreciate (and often require) being notified at least a week in advance of any assistance that you or the presenter may need and the date and time they may be needed so that they can make necessary arrangements in their schedules. The time you spend doing this will have a definite payoff.

With the variety of computer styles and systems that people own, and what is available in the classroom, it is always good insurance to thoroughly test the equipment beforehand. Asking participants to bring in their equipment for a test run prior to his/her presentation week has proven to be worthwhile for many moderators. If you need assistance, you may contact a member of the 5CLIR Tech Committee, who will advise you on equipment available through 5CLIR and other issues involving hardware and software.

❑ Parking

Parking guidelines for each facility are noted for each program in the catalog or online, and moderators must remind participants what the arrangements will be. If passes are required, you must work with the 5CLIR Office to secure the passes and get them to your participants before the first session.

❑ Photocopied materials

In preparation for the first meeting of the class, you may want distribute handouts. Remember that any copies of published material must include acknowledgment of the source. The 5CLIR Office does NOT have a photocopier available for use by moderators or seminar participants, and does NOT provide that service. Although 5CLIR rules state that moderators may ask seminar participants to contribute up to \$5.00 each for copying costs incurred by the moderator, many moderators cover the costs themselves. Participants cover their own photocopying costs.

❑ Name tags

Name tags are invaluable, even though most participants may know each other. Some moderators find the tent-type name cards helpful to place on the table in front of each person. Name tags or cards should be re-used at each session.

❑ 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 those with other mobility issues. Many spaces used by 5CLIR are equipped with audio enhancing equipment, but 5CLIR also owns audio enhancing equipment that can be reserved. Contact the Office Manager to inquire about 5CLIR-owned equipment.

MODERATOR RESPONSIBILITIES AT THE FIRST SESSION

Managing the seminar/workshop to foster active participant learning is of course a central part of the moderator's role.

Some of the “nuts and bolts” of the first session may include:

- Setting the room up by arranging chairs, setting up tables, etc.. At the conclusion of the seminar/workshop the room should be returned to its original configuration.
- Establishing a break procedure to be followed at each meeting. Most moderators use a mid-point break of about ten or fifteen minutes.
- Reminding participants to silence their cell phones and, if they must take a call, to leave the seminar room.
- Pointing out where the rest rooms are.
- Handing out the final schedule.
- Establishing a Cancellation Policy at the first meeting to use if a session needs to be cancelled due to weather or other emergency. The moderator should notify the 5CLIR Office of any such cancellation and determine how make-up sessions will be handled. The general policy for snow days is that if the public schools of the town are closed, the seminar is canceled, but it would also be a good idea to say that you will email everyone early in the morning if the seminar needs to be cancelled.

Although 5CLIR values the strength of its educational programs, it also is important that we do not forget the social aspects of our meetings. So think about building in some opportunities for social interactions within the framework of the seminar structure. For example, longer introductions during the first session, opportunity to visit during the break (with or without refreshments), informal lunch meetings, or a group gathering after the last session. We know that good discussions sometimes continue in an informal, more personal setting.

MODERATOR RESPONSIBILITIES DURING THE COURSE OF THE SEMESTER

The primary responsibility 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:

- You are the timekeeper, so it may be necessary to let a speaker know when they are approaching the allotted presentation time (allowing for discussion). You call the break.
- It is your job to ensure that people stay on point. Presentations and discussions can sometimes wander, but you should intervene if they wander too far.
- It is also your job to moderate discussions (or to assist the presenter in leading the discussion, if he or she wants you to do so). Have questions ready to get discussions going, make sure discussions are orderly and respectful, encourage all participants to join in the discussions and again, stay on point.

Other factors to be aware of include:

- If hearing proves to be an issue, inquire of the facility hosting the seminar as to whether amplification equipment (e.g., hand-held microphone) is available. Encourage those who may have difficulty hearing to sit closer to the speaker, and to let you know if they still have trouble. Contact the 5CLIR office to see what is available from 5CLIR.
- Seminars can be strengthened and benefit from mid-term seminar feedback from the participants, such as through the Seminar Feedback form completed anonymously by each participant. The form is included in Appendix D. In order to allow time to make any adjustments that may be suggested by the participants through this form, it is suggested that you distribute the form be around Week 3 of the semester. The Seminar Feedback form can also be found at the 5CLIR Website, under Resources/Forms. The use of these forms is optional. They are seen only by the moderator.
- 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. Assuming the person accepts, you should forward the name of the nominee to the 5CLIR office, where it will be combined with nominees from the other Spring and Fall seminars and workshops and included on the ballot sent out following the spring Annual Meeting.
- Guests: Presenters may be sensitive about and object to having guests in the session at which they are presenting. Therefore, inform your participants that if anyone plans to bring a guest, to let you know in advance so that you can clear it with the presenter for that day. If your seminar venue is one of the retirement communities, residents may attend one session of your seminar per

semester after first talking to you. After that session, they would need to join the organization and enroll like other members.

- Finally, as moderator you may have to handle a variety of challenges that can sometimes arise with the participants themselves. Examples include people who dominate discussions, always arrive late, interrupt others, are rude or inconsiderate, are unprepared, etc. 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.

- Ombudsman: If there is an issue that you cannot resolve, the 5CLIR Ombudsperson, Anne Lombard (email: aslombard@comcast.net; telephone: 413-586-7509), is always available to you and/or the participant for strictly confidential assistance in resolving the issue (see the Operations Manual, p. 8, available on the 5CLIR website under "Resources/5CLIR Documents/5CLIR Organizational Documents/Operations Manual.")

APPENDIX

A: Online Proposal Form (see p. 4).....	p. 16
B: Style Guide (see p. 4).....	p. 19
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D: Seminar/Workshop Feedback Form (see p. 12).....	p. 21

Appendix A: Online Seminar or Workshop Proposal Form

Instructions

All starred fields on this form must be completed.

Some of the fields have word limits as indicated below, to ensure that your seminar or workshop proposal will easily fit on one Preview Catalog page. The number of words actually typed into each field will appear below the box as you type; for example, 56/150 means you have used 56 of the 150 words allowed for that box. The text in these fields will be the basis for the language in the LIR seminar catalog, as approved by the Curriculum Committee, so please compose your answers with potential participants in mind. Only current members may moderate a seminar or workshop.

Submission Date (today's date) *	Proposal for (select one): *
<input type="text"/> - <input type="text"/> - <input type="text"/> 	<input type="radio"/> Fall Seminar
Month Day Year	<input type="radio"/> Fall Workshop
	<input type="radio"/> Spring Seminar
	<input type="radio"/> Spring Workshop

The normal LIR "semester" runs for ten weeks, with an eleventh week available to make up a snow day if necessary. Seminars and workshops usually start near the end of September in the fall or the end of February in the spring. See the monthly LIR newsletter or on-line calendar for exact dates. For a standard 10-week seminar, enter "starting week" = 1 and "number of weeks" = 10 below. You may choose to offer a shorter seminar or workshop that starts in week 1 or later.

Starting week (1-10): *	Number of weeks (1-10): *
<input type="text"/>	<input type="text"/>

Moderator's Name

<input type="text"/>	<input type="text"/>
First Name	Last Name

Email address: *	Phone Number *
<input type="text" value="ex: myname@example.com"/>	<input type="text"/> - <input type="text"/>
	Area Code Phone Number

If seminar/workshop has co-moderators, second moderator's name:

<input type="text"/>	<input type="text"/>
First Name	Last Name

Email address:	Phone Number:
<input type="text" value="ex: myname@example.com"/>	<input type="text"/> - <input type="text"/>
	Area Code Phone Number

A moderator is given a first choice privilege (priority) for a seminar or workshop that they register for in the SAME semester in which they moderate. (Available to only one moderator if there is a co-moderator.)

Moderator Using the Privilege:

First name

Last Name

Title (maximum of 30 characters, including spaces.):

Subtitle (maximum of 15 words):

0/15

Purpose of the seminar/workshop (maximum of 40 words):

Note: Answer boxes have been condensed for this handbook.

0/40

Description of the seminar/workshop (maximum of 160 words):

0/160

Role(s) of participants (maximum of 50 words):

0/50

Publications and other resources that will be used (authors, titles and editions if applicable). Please indicate whether these are required or optional. (maximum of 60 words):

0/60

Relevant information about the moderator(s) to be included in the catalog (maximum of 35 words per moderator, or total of 70 words for two moderators):

0/70

Maximum number of participants including moderator(s), but not auditors:

Are you willing to accept Emeriti auditors, in addition to the regular participants? (Assume assigned room will have sufficient space. No more than two auditors will be assigned to any seminar.) Emeriti auditors are 5CLIR members with at least a four-year history of seminar participation, who wish to participate in a seminar, but who feel, for a variety of reasons, unable to prepare and make a seminar presentation or lead a discussion. Please specify any audit requirements (e.g., expected to do required reading).

Ex: Yes, up to 2

**Days and times
when moderator(s)
would be
UNAVAILABLE:**

- Monday morning
- Monday afternoon
- Tuesday morning
- Tuesday afternoon
- Wednesday Morning
- Wednesday afternoon
- Thursday morning

**Location prefer-
ences (Check all
that are workable for
you. Please be as
flexible as possible**

- Amherst
- Easthampton
- Northampton
- South Hadley
- Hadley

-

Facility requirements, if any
(kitchen facilities, AV capa-
bilities, specialized work
space, etc.):

Any other relevant in-
formation?

When you click the submit button, your proposal will automatically be emailed to the Curriculum Committee Co-chairs, to the 5CLIR office, and to the e-mail address you supply below. The Curriculum Committee Co-chairs will save this proposal as a Word document and forward it to all members of the Committee. The Committee will assign a liaison to your proposal, who will contact you. If you do not receive an acknowledgement from the Committee within 2 weeks, please contact the 5CLIR office.

Email Ex: myname@example.com

Submit

APPENDIX B: Proposal Style Guidelines

This guide addresses basic style, punctuation, and usage issues that arise in seminar and workshop proposals. Following these guidelines will help ensure consistency in the Preview Catalog and help to simplify the proofreading process for Curriculum Committee members.

1. Titles and Subtitles of Seminars/Workshops. Capitalize all words (except interior use of “the,” “a,” “an,” etc.) in the Title. In the Subtitle (optional), capitalize only the first word.

Example: Title: Disease, Pain, and Sacrifice
Subtitle: The psychology of suffering

2. Purpose Statement. Write the Purpose Statement in a complete sentence.

Examples: The purpose of this seminar is to... OR Participants will study...

3. Title Citations. Use regular italics (not bolded) for the titles of books, plays, and essays. As italics are not available for the online form, please just put quotes around the book titles on that form and italics will be added when the form is converted to a Word document. If any edition is acceptable, include just the title and author.

Examples: *The Grapes of Wrath*, John Steinbeck OR John Steinbeck, *The Grapes of Wrath* OR *The Grapes of Wrath* by John Steinbeck. (With the online form, use quotation marks around book titles.)

If the moderator prefers a particular edition, add the publisher and date.

Example: *The Grapes of Wrath*, John Steinbeck, Penguin Classics, 2006.

4. Bulleted Lists. Limit long numbered or bulleted lists; if the moderator prefers a bulleted or numbered list, ensure that the number of lines of the overall proposal will fit on one page. Consider using semicolons as an alternative.

Example: Possible topics for presentation may include: Roosevelt’s early life; his administration as NY Governor; the 1932 election; etc.

5. Obtaining resources. When suggesting where to obtain written resources, do not list specific stores or online services. Instead, use a general statement.

Example: These books may be obtained through local and on-line booksellers, public and academic libraries and inter-library loan, and through the used book market.

6. Line Spacing and Indents. 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 C: Two examples of Proposals
(Boilerplate sections, such as names, day preferences, etc. are omitted)

Title of Proposed Seminar/Workshop	The Emergence of Life	Still-life Watercolor Painting
Subtitle		Different techniques for improving your skills.
Format: Seminar or Workshop	Seminar	Workshop
Purpose of Seminar/Workshop	The purpose of this seminar is to explore recent advances in the understanding of the evolution of life on earth.	The purpose of this workshop is to learn about and practice different watercoloring techniques.
Description of Seminar/Workshop	In the 3.8 billion years since life first arose on planet Earth, living things have moved from deep ocean vents to populate the land and air as well as the sea. We will consider recent evidence on how life emerged on Earth and the major evolutionary changes that have occurred since. Our study will be informed by new information about the biochemistry of living things and discoveries of organisms previously unknown, all of which have radically changed our understanding of the Tree of Life. Information on the emergence of life is coming in daily and we will try to capture the new understanding of evolution and the excitement of being witness to new discoveries in this seminar.	This workshop will well serve both beginning students, and more experienced watercolorers who want to revitalize their painting. The workshop is arranged in a series of exercises that are designed to be fun and which, because they are logically sequenced, are directed to building upon each other toward a better mastery of the medium. We will address materials and color theory and then get into brush movements, washes, glazes, mixing colors and color plans, the wet-in-wet technique, and texture. We will also address particularly difficult problems such as backlighting.
The role of participants	The moderator will provide a list of possible topics. Participants will select a topic, make a 25-30 minute presentation and lead a discussion of the topic.	The participants will work at individual workspaces practicing the techniques introduced by the moderator.
Publications and Resources (author, titles, editions, if applicable)	There will not be one book for everyone to read, but once participants have chosen a topic, the moderator will make one or more suggestions of pertinent books for each topic. Because of the recent nature of some of the material, the internet will be a major source of information as well.	Participants are urged to purchase, Michael Crespo, <i>Watercolor Class</i> , Watson-Guption Publications, New York, 1994. The moderator will also provide a list of watercoloring supplies participants should bring to the workshop.
Relevant Information About the Moderators to be Included In the Catalog	The moderator has a background in teaching biology and has moderated several seminars on various aspects of biology for Five College Learning in Retirement.	The moderator is a long time amateur watercolorist who has attended several professional workshops on watercoloring.
Facility Requirements (if any) (kitchen facilities, AV capabilities, specialized work space, etc.)	Good AV equipment and close parking	Ample individual spaces for working on 16x20 water coloring paper, and a source of water.

Appendix D: 5CLIR Seminar Feedback Form

Semester _____ Year _____

Seminar Feedback Form

Name of Seminar:

1. In general, how are things going for you so far?
2. What have been the best aspects of the seminar for you in terms of subject matter, presentations, and/or the moderator's role.
3. Is there anything you'd like to see added or changed in terms of subject matter, presentations, or the moderator's role? Are there things you want to be sure happen before the end of the semester?
4. Do you have suggestions for changes that might be made if this seminar is repeated in the future?
5. Anything else? (Continue on back if necessary)