

Are You an Angry Professor?

You went into teaching because you love working with young people. (It certainly wasn't for the committee work!) But admit it. Do the students sometimes drive you nuts?

Perhaps it's the students who never do the reading or arrive late for class who get to you. Or, maybe you are irritated by the students who always want to show how bright they are, or those who constantly disagree and disrupt the flow of your lectures, or the moaners who complain, but offer no solutions. Sometimes, it's the students who don't know the fundamentals of grammar, or students who don't remember anything about the material you taught them last semester. It's just so infuriating!

Fortunately, there are ways to prevent the sort of anger that can undermine your interactions with students and interfere with your health and happiness. At a CTSE-sponsored talk last fall, psychology professor Howard Kassinove, Ph.D., spoke to faculty members about techniques for mitigating anger. A 41-year Hofstra

veteran, Dr. Kassinove is co-author of the book *Anger Management: The Complete Treatment Guidebook for Practitioners* (Kassinove & Tafrate, Impact Publishers) and director of the Salzman Center's Institute for the Study and Treatment of Anger and Aggression.



The institute's clients often act out their anger explosively – hitting walls or even assaulting their partners. Faculty members express anger in a far more muted way – through a stern word, an exasperated sigh, or indirectly by complaining to colleagues. Nevertheless, anger can still be quite damaging. Research suggests that people

who are constantly angry are far more likely to suffer from heart attacks, strokes and perhaps even cancer, as compared to people who rarely feel enraged.

Constant anger can lead to poor health, interpersonal problems and, for faculty members, poor CTR scores. No one likes to be around angry people, and students avoid angry professors who have the reputation of blaming students rather than helping them.

You may think that your anger is normal and, perhaps, even helpful. But, as Buddha put it: "Holding onto anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned."

Dr. Kassinove suggests two techniques that faculty members can use to minimize their own anger. The first is to practice perspective-taking skills. If you have an exasperating interaction with a student, try seeing it from the student's point of view. The student who arrives at your office during the last five minutes of your office hours eager to discuss a complex problem is not *trying* to make you miss your train. In fact, it's possible that she had to leave work early just to catch you in time.

The student who glances down to check a text message just as you are making the crowning point of an impassioned lecture is not trying to snub you; he just has other things on his mind. Perhaps he is

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Teaching Online: It Really Can Work

Secrets for Satisfaction and Strategies for Success

By BRENDAN O'REILLY

"I didn't come to online teaching willingly or happily," he admitted during a recent CTSE presentation at Hofstra. But now, Jason Scorza is an advocate for teaching college courses over the Internet.

When Dr. Scorza, an associate professor of philosophy and political science, was a second-year faculty member at Fairleigh Dickenson University in 2001, his dean assigned him to a committee charged with creating a global issues class for freshmen and transfer students. "He said, 'Oh, by the way, it's going to be taught completely online,'" Dr. Scorza explained, adding, "and that wasn't even the best part. The best part is we only had eight weeks to design the course, get it online and do a pilot of the course over the summer in which this committee would train 25-30 other faculty members regarding how to teach the course."

The committee created a course titled "The Global Challenge." "Much to our surprise and delight, it went as well as it could," said Dr. Scorza, who is presently visiting Hofstra as a Fellow of the American Council on Education. The course was the subject of a *New York Times* article that summer, and the next year it won the Instructional Technology Council award for the best online course in the country.

"We were like, 'Whoa, we're brilliant,'" Dr. Scorza said. "But we weren't actually. What we were was very cautious."

The committee approached the course from the students' perspective, he said. "We decided that simplicity was our best ally, and it worked." They wanted the course site to look inviting and be organized and structured with humor integrated into it.

In designing the site, the committee chose an international postage stamps motif, since they are not protected images. "Rather than getting into any difficulties with copyright restrictions on graphics," Dr. Scorza said, "we were able to pick and choose."

as well as quizzes and games. Quizzes are strictly learning tools, and not evaluative, he said. Also, there are no tests, as academic integrity is a concern. Students must write essays and papers instead. Bulletin board class discussions are graded as well. Class participation is not merely "a 10 percent bonus," Dr. Scorza said. In



The courses are taught using Blackboard, a service already available at Hofstra University, where it is sometimes used to complement a face-to-face course. At Fairleigh Dickenson, Blackboard completely replaced in-person interaction. Dr. Scorza said he once agreed with the conventional wisdom that the online environment lacks the intimacy, solidarity and connections found in a traditional classroom. After teaching an online course himself, however, he found that it was not the case.

Using his course site, Dr. Scorza demonstrated how students can find the professor's lecture notes and assignments

"Life of the Mind," the second course he created – this time with three colleagues in philosophy – 50 percent of a student's grade depends on discussion.

"We were looking not just for the quantity of their comments," he said. "We wanted to see them online frequently, with regularity. We wanted them to stay on topic and refer to the readings explicitly."

Professors also ask that students write clearly, proofread, and refrain from Internet text communication expressions "that no person over the age of 30 could possibly make any sense of."

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The Chronicle of Higher Education wrote highly of “Life of the Mind,” which Dr. Scorza said is viewed as a model for other universities. Since the debut of the course, he said that half of Fairleigh Dickinson’s philosophy courses are now online. Dr. Scorza himself received the Sloan Consortium award for outstanding online instructor. He also co-designed an online ethics and public affairs course that his students took together with students in Chile.

Though an online classroom doesn’t have a limited number of physical seats, enrollment is still capped. Dr. Scorza’s two courses were limited to 20 students, he said, but “you don’t want to do this with fewer than 10 or 12, because you want to make sure that every time a student logs in to the course, there’s something new. If there isn’t, morale falls to the floor, and morale is important to produce good learning in an online course.”

The online courses are taught asynchronously, he explained. “That is to say, we are not necessarily on the course, in the environment, at the same time.” Posts and responses will happen hours or days apart, since the course does not have a designated meeting time.

“In an online environment, students have an opportunity to sit there and think and reflect before they make their responses,” Dr. Scorza said. “For many learners, this is the best way for them to participate actively in a class discussion.”

In a focus group with some of those who participated in one of his courses, Dr. Scorza learned that students who are typically quiet in classes have been leaders in discussions in the online environment. He attributed this to alleviated pressure to respond immediately.

Dr. Scorza said another benefit of online discussion is that there is a written record. Students don’t need to struggle to



Photo by Mike Sisk

remember what someone said in class right before it was dismissed; they can ask.

“You can go back and look at these comments. The people aren’t there, but their ideas are,” Dr. Scorza said. While different instructors handle class in different ways, Dr. Scorza uses a 10-day week. In other words, he gives students three extra days to contribute to discussion on the previous week’s readings. Thus, week two starts before week one ends.

“I found that it was very effective, because it didn’t make students give up,” Dr. Scorza said. When he first started teaching online, holding students strictly to a seven-day limit, he noticed students writing off weeks as losses when they failed to participate enough earlier in the week. With three extra days, they put the effort in to make up for lost time.

“Blackboard keeps lots of statistics about what students are doing, how often they’re doing it and how long they do it,” he said. Dr. Scorza is not logged onto Blackboard himself all seven (or 10) days a week.

“The fact that students are sometimes interacting in the online classroom without you sometimes has benefits,” he said. “My

absence creates opportunities that would otherwise not exist for students to engage one another.” If he logs on after an extended leave and finds discussion losing its way, Dr. Scorza makes sure to put students back on track.

Most elements of Dr. Scorza’s online courses are text based, but they still have some “bells and whistles.” With the aid of tech-savvy employees of Fairleigh Dickinson, professors are able to add Flash pages to their courses, allowing for images with audio, buttons and rollover pop-ups.

As far as his lectures, Dr. Scorza keeps it simple. “I’ve held off on doing a great deal of digitization of myself,” he said. “I love the sound of my own voice. Is the student going to love the sound of my voice at 2 o’clock in the morning in a dorm room? I wouldn’t.”

To look at one of Dr. Scorza’s online courses, go to webcampus.fdu.edu/. Use “fduguest” as your password and user ID. The link to “Life of the Mind” will appear on the right side of your screen.

Brendan O’Reilly is a senior print journalism major at Hofstra and editor-in-chief of The Chronicle.

Funding for Publication

By STANISLAO G. PUGLIESE

After years of research, writing, and sleepless nights, you finally have a finished manuscript ready for the scrutiny of an acquisitions editor and anonymous peer review. Before drafting a letter of inquiry to an acquisitions editor at a university or academic press, consider exploring the possibility of outside funding to defray costs of publishing your book.

You may recoil at the idea of soliciting funds for your project. However, be aware that many, if not most, university presses – long accustomed to losing money – have now been told by their university administrations that they will no longer be permitted to operate in the red. Also, major university presses (not vanity presses) now sometimes request a subvention, or financial subsidy, before making a commitment to publish.

A case to ponder: my first book was published by a major university press (seven letters, starts with “H,” not Hofstra) at an institution whose endowment, as of September 2007, stood at \$35 billion. (At the time my book was published in 1999, the endowment was a “mere” \$25 billion.) Yet this press insisted I pay \$600 to reproduce a painting I very much wanted for the front cover.

Fortunately, there are sources of financial support to help get good scholarship published.

Most countries have cultural outposts in the United States. Typical are the Italian Cultural Institute (icnewyork.esteri.it/IIC_Newyork); the Cervantes Institute created by the Spanish government in 1991 (nuevayork.cervantes.es/); the Goethe Institutes around the world created by the West German government more than 50 years ago (goethe.de/enindex.htm); and the Asia Society (asiasociety.org/). All of these institutes have offices in New York City.

Also take advantage of our proximity to major research institutes such as Yale, New York University, and Columbia. For example, Columbia University hosts several dozen seminars for faculty (columbia.edu/cu/seminars/). Join one (or more) and attend meetings; then offer to present your work at a seminar. You will automatically qualify for a Leonard Hastings Schoff publishing grant to defray costs of publishing your work. (Presenting will also qualify you to apply for a grant to have your work translated.)

There are federal grants available as well. Search the National Endowment for the Arts (NEA; nea.gov/) and National Endowment for the Humanities (NEH; neh.gov). But be aware that the total amount of federal funding for the arts in the United States is less than what the city of Berlin alone spends annually.

4) Make use of university resources. Network with colleagues in and out of your department. Hofstra’s Office of Research and Sponsored Programs can assist you in locating possible outside funding. See the office’s excellent Web site at hofstra.edu/About/Administration/Provost/orsp/orsp_funding.html. Faculty Research



Equally important are private, nonprofit organizations such as The Puffin Foundation (puffinfoundation.org), which seeks to “open the doors of artistic expression by providing grants to artists and art organizations who are often excluded from mainstream opportunities due to their race, gender, or social philosophy.” Writers might seek fellowships and financial assistance through the Lannan Foundation (lannan.org) or similar institutions.

When applying for funding, keep the following points in mind:

- 1) Spend some time researching the various organizations, foundations and institutes to which you will send your proposal. In your cover letter, demonstrate a familiarity with the work of the organization.
- 2) Remember that most folks reading these proposals are not academics; keep the language jargon-free.
- 3) This is no time for false modesty, but do not claim more for your work than you are able to deliver.

and Development Grants and Presidential Research Awards might be used to pay for permissions, rights or reproduction of artwork.

5) Be creative and persistent; do not get discouraged. For every successful proposal I have sent out, I have at least one or two rejection letters.

6) Even a modest grant (say \$1,000) might mean the difference between a solid piece of scholarship being published or being consigned to the rejection pile.

As always, if you have questions about any stage in publishing your scholarship – from proposals, to responding to reader reports or editor queries, to contracts or royalties (yes, they do exist) – feel free to contact me.

Stanislaw G. Pugliese, Ph.D., is a professor of history. He can be reached at (516) 463-5611 or stanislaw.pugliese@hofstra.edu.

Can We Talk? Making Class Discussions Work

By BRUCE TORFF

In this column, I have been suggesting that classroom time is well spent by (a) giving students an appropriately sized dollop of content knowledge (on a handout, say), (b) having students work individually or in small groups to answer questions or solve problems that relate to the content, and then (c) moderating a class discussion focused on what students came up with (sometimes with two-minute “mini-lectures” from you that follow, not precede, students’ comments).

The last step in this approach requires the professor to lead a class discussion. By using a few simple techniques, professors can maximize the positive impact of class discussions.



Photo by Phil Martino

Prepare questions in advance. The best discussions grow out of sets of questions that have been carefully prepared before class. It’s a mistake to assume you can improvise discussion questions and still do your best work in the classroom. When you prepare questions, make sure you have thought through all you want students to learn on a particular topic. You’ll know it is time to wrap up a discussion when the last

prepared question has been appropriately considered.

Use follow-up questions. Even when you have lots of questions prepared, you’ll need to add follow-up questions to make sure the content is covered and to keep the discussion flowing smoothly. Sometimes you can also anticipate what students might say and prepare a response. For example, suppose you ask what sorts of projects are permitted under the principle of eminent domain. Students typically mention such public works projects as roads and rail lines. Knowing such a riposte may be coming, you are ready with an appropriate follow-up. So you retort: What if business development was permitted as well? By asking this, you start making the point that the Supreme Court recently expanded eminent domain in ways deemed unthinkable a generation ago. Follow-up questions can help you meet curricular goals.

Encourage students to elaborate. Students frequently give answers that lack the detail needed in a college-level discussion. For example, ask why the Civil War was fought, and you might hear a one-word answer: slavery. If you want students to do better, you’ll have to ask for more. “Say more about that” and “What do you mean” are among the countless elaboration prompts at your disposal.

Follow students’ interests a little. Of course you control the discussion, making sure the right topics are covered and useless tangents are avoided. But it can be highly beneficial to “wing it” every now and again, especially if you have a little tolerance for the occasional fruitful digression. For example, should a social psychology class studying conformity take an interest in how social situations influence the clothing choices of adolescents, extending this discussion may be well worth the time it takes. Students



might acquire a deeper sense of the concept of conformity by exploring this one example in detail – even if that means there’s a little less class time for other theory and research on the topic. Sometimes less really is more. If students are interested in a particular aspect of the topic of the day, why not strike while the iron is hot?

Spread it around. The phenomenon is universal: If you ask a few questions and call on the volunteers, a few extroverts will dominate the discussion and a great many students will sit in silence. How to circumvent this unacceptable outcome? Do not allow students to call out answers without being recognized by you. You may have to say, “hey, raise your hands before you speak” from time to time, and there’s nothing wrong with that. Moreover, you’ll need to “cold call” students who have not volunteered, sometimes bypassing arm-extended students exhorting “ooh, ooh, ooh” like Arnold Horshack on *Welcome Back, Kotter*. If you ask the extroverts to leave some room for the others, they’ll understand, since they’ve heard it a thousand times before.

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Help Available for Research on Teaching

A new, free service from the CTSE provides support to faculty carrying out research projects related to their Hofstra teaching. For example, one faculty member recently investigated how different kinds of assessment vehicles (such as quizzes or essays) were associated with different kinds of student performance (such as class participation and final grades).

The pedagogical research consultant is available to assist faculty in identifying potentially fruitful research areas, locating antecedent theory and research, formulating research questions, creating research designs, collecting and analyzing data, and

identifying possible venues for publication. This research may involve quantitative, qualitative, or mixed-method approaches.

The pedagogical research consultant is Bruce Torff (associate professor of curriculum and teaching and director of the new Doctoral Program in Learning and Teaching).

Feel free to contact him with your research interests, whether they are initial ideas on the back of an envelope, fully formed research projects that are well underway, or anywhere in between. He can be reached at (516) 463-5803 or Bruce.A.Torff@hofstra.edu.



Bruce A. Torff

From the Director

Developing a Teaching Portfolio

Most new faculty are familiar with teaching portfolios because they have become a common requirement in the hiring process, as well as in dockets for reappointment, tenure, and promotion. However, portfolios can also serve other purposes, both personal and professional. They can support applications for grants, leaves, and other awards, and they can provide opportunities to reflect on teaching methods, styles, and content areas.

Teaching portfolios generally are factual descriptions of teaching accomplishments supported by sample documents and accompanied by explanations and reflections. Although portfolios can vary widely depending on an individual's purposes and preferences, they often contain a statement of teaching philosophy, samples of course syllabi, samples of student work, student and peer evaluations, honors and awards, letters of recommendation, and reflections on teaching experiences.

A first step in preparing a teaching portfolio is gathering the evidence. This should be a regular, ongoing activity. To make it easy, have a drawer or a box where you automatically put all the documents related to your teaching; by doing so, you will have eliminated the step of gathering evidence and can go directly to organizing it when you are ready. It is also helpful to note any thoughts you have about the documents you are saving

because your portfolio will be more than just a collection of exhibits. You will be describing the importance of each and its meaning within the context of your total teaching experience.

There is a great deal of help online for organizing and presenting a teaching portfolio. The University of Chicago Writing Program site, at writing-program.uchicago.edu/jobs/portfolio.htm, contains links to articles and other online sites about teaching portfolios. Other sites that contain descriptions of portfolios and the process of creating them include:

- ftad.osu.edu/portfolio
- teachnet.com/how-to/employment/portfolios
- wsu.edu/provost/teaching.htm
- content.scholastic.com/browse/article.jsp?id=4148&print=1
- brown.edu/Administration/Sheridan_Center/teachtips/Tching_Portfolio.pdf

The University of Texas has a guidebook for preparing a teaching portfolio, at utexas.edu/academic/cte/teachfolio.html, with detailed suggestions, including how to prepare a matrix to make students' written comments easier to analyze and more useful.

If you would like guidance in assembling a teaching portfolio, the CTSE can help. Just send me an e-mail at Susan.L.Martin@hofstra.edu, and I will connect you to a CTSE member who can offer suggestions on how to proceed.



Photo by John McKeith

Best wishes for a successful and enjoyable spring semester. We look forward to seeing you at CTSE events. The schedule of events for the semester is listed at hofstra.edu/Faculty/CTSE/ctse_events.html

Susan

Susan Lorde Martin is director of the CTSE and the Cypres Family Distinguished Professor of Legal Studies in Business.

This Is Not a Computer Class

Catalyst Boot Camp is a sightseeing trip through the world of technology available for teaching.

By JUDITH TABRON

It takes time to put together a new class exercise. Devising a whole new class takes even longer. Often we want to take advantage of technology in our teaching – to save time, or to bring the rest of the world into the classroom, or to help our students learn to solve problems in ways they’ll be using for the rest of their lives – but it seems daunting just to get started.

You have to know what your options are before you can pick a tool that matches your goals for your class. But how do you find out?

Hofstra’s Catalyst Boot Camp is an in-depth, four-day workshop that exposes participants to every technological teaching tool offered at Hofstra or widely used in higher education. Already offered three times to small cohorts from HCLAS, the School of Communication, and the School of Education and Allied Human Services, the boot camp gives participants a chance to talk about the teaching purposes of all the possible tools and to see them in action.

It is not a computer training class. Faculty do not leave knowing which buttons to push in specific programs. Instead, they learn about the whole world of classroom technology, Web 2.0 and social uses of the Internet, and they help each other figure out ways to use them in their classes. The workshop is always different, and is a balance of the latest trends in technology with basic theory about teaching with technology that largely doesn’t change.

In the year following the boot camp, participants are encouraged to work with assigned FCS staff to make substantive

changes to at least one course that they usually teach, taking the best advantage of all the options Hofstra has to offer to reach the goals of their particular classes or programs.

Informal and fun, Catalyst Boot Camp is the place where Hofstra faculty are figuring out how to teach Hofstra students of the future.

Boot Camp alumnus David Weiss, in Health Professions and Family Studies, called the program, “A Stargate experience that transported me into new realms and possibilities in a supportive, encouraging, and motivating environment.”



Nancy Kaplan, chair of the Department of Radio/Television/Film, enjoys a lesson in podcasting at last year's Catalyst Boot Camp.

The program helps faculty make substantive changes that really take advantage of the tools rather than letting the tools dominate the class. English professor Ethna Lay, for instance, collects in-class writing assignments in Blackboard over the wireless network in her classrooms, and discusses them immediately on the screen in front of the



Judith Tabron, director of Faculty Computing Services, demystifies a new technological tool.

room. Nancy Kaplan, from the Radio/Television/Film Department, was one of the first faculty members we supported in academic uses of podcasting. Joan Bloomgarden, a professor of counseling, research, special education and rehabilitation, said: “I have an ongoing consciousness of exploring possibilities since that boot camp.”

The camp itself is intensive. Participants spend five hours a day trying everything from wikis to audio recording to Second Life. Faculty members who took part in two different boot camps each called the experience “mind blowing.” “I love you!” exclaimed education professor Monica Byrne-Jimenez to her iPod when she first learned how to use it to record voice notes. The boot camp gives faculty what they really need to make substantive changes in their teaching: a grounding in the options and an understanding of how those options might help them achieve their goals.

Provost Herman Berliner has asked that the January '08 Catalyst Boot Camp be reserved for department chairs. The May '08 Catalyst Boot Camp is still open. If you are interested, please contact me in Faculty Computing Services at (516) 463-6316 or judith.tabron@hofstra.edu.

Judith Tabron, who leads the Catalyst Book Camp, has 10 years' experience in teaching and 20 years' experience in academic computing support. She is director of Faculty Computing Services.

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wondering whether he'll get to hockey practice on time or hoping that his girlfriend will come over that night. "The data say that the younger you are, the more likely you are to be thinking about sex all day long," Dr. Kassinoe says. Those thoughts are your competition for the attention of your students.

You may have to introduce surprises into your lectures and demonstrations, just to catch their attention. "Our task is not to tell students they *should* be interested, but to make the material so exciting that they *are* interested," he says.

A second self-help technique to moderate anger involves rethinking the way we talk to ourselves and our colleagues about potentially maddening events. The more realistically we talk to ourselves, the less upset we will feel when students act poorly.

The professor who tells himself, "It's awful that my students didn't do the reading," is using inflammatory language that only exacerbates anger. Try using calmer and more rational language to assess the situation, such as: "It's *unfortunate* that students didn't do the reading. They missed out on a good learning opportunity."

Rather than saying, "I *can't stand it* when students don't turn in their work on time," try saying, "I *dislike it* when students don't turn in work on time." It's less agitating – and more accurate. "In reality, humans can tolerate incredibly bad behavior for long periods of time," notes Dr. Kassinoe.

Rational, cool appraisals of the situation cause less distress than hot, inflammatory appraisals. Instead of thinking, "My



Photo by Jacqueline Hlavenska

Psychology professor Howard Kassinoe, Ph.D., gives faculty members a lesson in anger management.

students are lazy," try, "My students *sometimes behave as though* they are lazy." This allows you to focus on the behavior, which can be modified, rather than making a global judgment about the student.

Particularly dangerous is the dictatorial word "should," and the associated words

decide whether they will do the work or not. Too many "shoulds," quips Dr. Kassinoe, "leads to hardening of the oughteries."

By using more objective, less inflammatory language when talking to yourself about a problematic student situation, you can lead

a happier life. "Anger is a blaming emotion," says Dr. Kassinoe. "We tend to say, 'He makes me mad.' But the reality is, *I* make myself mad." Hitting pillows to get out your frustrations doesn't work, anger scholars agree, since it is just practicing angry behavior. On the other hand, accepting responsibility for your anger and upset, and understanding the classroom from the student's perspective,

can be very helpful.

Can changing the way you talk to yourself really make you less angry? "I'm a very different man than I was 30 or 40 years ago," says Dr. Kassinoe, "and I attribute a lot of it to thinking better."

"Anger is a blaming emotion," says Dr. Kassinoe. "We tend to say, 'He makes me mad.' But the reality is, I make myself mad."

"must," "ought to," and "have to." Instead of thinking, "My students *should* listen to my advice," try thinking, "*It would be better if* my students listened to my advice."

After all, as a professor, you can facilitate student behavior and learning, but you can't totally control it. In the end, students

To Hyphen or Not to Hyphen: That Is Always the Question!

The hyphen is often considered the pest of the punctuation family, causing the most experienced writers to stumble. It is used to create compound words, but because the English language is so extensive and always changing, writers are often unsure about when to apply it.

Basically, there are three ways to create compound words:

- 1) By writing the words as one (*bedroom, workshop, watchmaker*).
- 2) By writing them separately (*work sheet, dining room, motion picture*).
- 3) By separating the words with a hyphen (*eye-opener, cross-examine, name-caller*).

The prevailing wisdom is that a compound begins as two words, acquires a hyphen as the expression becomes more familiar, and eventually ends up as a single, solid word. Thus we write *bedroom* as one word and *dining room* as two, and *name-caller* is hyphenated. While the aforementioned “rule” sounds logical, there really doesn’t seem to be a clear methodology in its application. For instance, we can write *boardinghouse* as one word, but *boarding school* is always two. The only solution to this confusion is to consult a dictionary, but even that authority isn’t always satisfactory because writers often make up their own compound words to meet a specific purpose. Additionally, with regard to newspapers and journal articles, there is editorial policy to consider. The editors of *Correct Writing*, a textbook I often use, quote one publisher who says, “If you take hyphens seriously, you will surely go mad.”

Following are the most common rules governing hyphenation:

Compound modifiers

A common use of the hyphen is in forming compound modifiers. When we join two words together to form an adjective that directly precedes a noun, we hyphenate the compound. In other words, if two or more consecutive words make sense only when understood together as an adjective

modifying a noun that follows them, those words (excluding the noun, of course) should be hyphenated. The reason for this rule is clarity. A *little-used* car is very different from a little used car, or, as Lynn Truss, author of the infamous *Eats, Shoots, & Leaves*, notes, *extra-marital* sex is not the same thing as extra marital sex! (Truss herself took quite a bit of criticism after her book hit the bestseller list. Its subtitle is *The Zero Tolerance Approach to Punctuation*, and she didn’t hyphenate *Zero Tolerance*!)

Such compounds are hyphenated when they immediately precede the noun, but are usually not hyphenated when they come after. For example, we would talk about *special-interest* groups, but not about groups that are of special interest.

Note, however, that the hyphen is omitted after an adverb ending in *ly*: *quick-frozen* foods requires a hyphen, but *quickly frozen* foods does not.

Hyphenate familial relationships

Words like *great-grandfather, great-uncle, great-aunt*, etc., are always hyphenated. (Words like *mother-in-law* and *father-in-law* are also hyphenated, but they follow the next rule!)

Hyphenate words to express the idea of a unit or expressions that contain prepositional phrases

Here’s where *mother-in-law*, etc., fit in. We’d also hyphenate expressions like *forget-me-nots, stick-in-the-mud* and *heart-to-heart*: He was always a *ne’er-do-well*, but he is a great advocate of *make-believe* because he lives in a *hole-in-the-wall*.

Use the hyphen to avoid ambiguity or an awkward combination of letters or syllables between prefix or suffix and root word. Once again, the purpose of this rule is to achieve clarity in writing: “A dirty *movie-theater* is different from a *dirty-movie* theater.” We write *semi-independent* (but semifluid) and *shell-like* (as opposed to childlike).



We write *co-respondent* when we expect to hear from more than one person, but not necessarily to correspond with them, and we *re-form* a task force when we want to gather the same people, but not reform them!

Compound numerals

Twenty-one through *ninety-nine* are always written with a hyphen.

Hyphenate fractions

We write *one-fourth, two-thirds*, etc.

But do not hyphenate fractions when one element is already hyphenated, like *sixty-four hundredths*, or one *sixty-fourth*.

Compounds with *self* are usually written with a hyphen

Words like *self-styled, self-taught, self-centered*, etc., are hyphenated. Ah, but, as you know, there are always exceptions to rules, and there are exceptions to this one. *Selfless* is written as one word and so are *selfhood* and *selfsame*. Consult a dictionary if you are not sure.

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Alternatives to Lecture

Can We Talk? Making Class Discussions Work

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Leave enough “wait time.” After you ask a question, it takes a while for students to figure out what you just said and formulate a response. Unfortunately, it is easy to leave far too little time, jumping in with an answer when students have only begun to wrestle with the question.

This is understandable, considering the expertise you bring to the conversation. Vast experience enables you think quickly about the issues, theories, and research in the discipline. To you, the question seems perfectly transparent, suitable answers are immediately at the ready, and related lines of inquiry instantly suggest themselves. Trouble is, these things may take longer for students than it takes the DMV to cough up your new plates. Quick thinking is a hallmark of expertise, but it tends to make professors too eager to jump in after asking a question. Besides, who likes a hairy silence?

It takes a huge effort to leave enough “wait time” after you put a question on the floor. A watch or clock with a second hand might help, if for no other purpose than to reveal how quickly you typically move into the breach. Aim for five seconds.

When students are given enough “wait time,” their responses are longer and more accurate, fewer “I don’t know” and no-answer responses occur, and students volunteer answers more often. For example, in a recent educational psychology class, I asked students how modeling might be used to teach declarative as well as procedural knowledge. After what seemed like an hour (and was actually just a few seconds), one student recalled a class in which students were asked to write book reviews after looking at an exemplary review published in *The New York Times*. The professor might have come up with such an example, but it was better coming from a student.

Also, when professors wait long enough, their questioning strategies tend to be more varied, flexible, and responsive to students’ needs.

Discussion leading is an art, and it can be a lot of fun. True, it involves ceding a little control over the flow of content in the classroom. But that loss is more than offset by benefits in increased student engagement and learning.

Bruce Torff, Ed.D., is an associate professor of curriculum and teaching, director of the Doctoral Program in Learning and Teaching, and pedagogical research consultant for the CTSE.

He can be reached at (516) 463-5803 or Bruce.Torff@hofstra.edu.

Having a Word

To Hyphen or Not to Hyphen: That Is Always the Question!

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Prefixes like *ex* (when it means former) and *pro* are hyphenated, as are compounds with the suffix *-elect*. Hyphenate compounds beginning with *pre* when it precedes a proper noun or adjective.

We would write *ex-president*, *mayor-elect*, and *pro-diet* as well as *pre-Christian*, but we wouldn’t hyphenate *prerequisite*.

Hyphenate certain titles

Hyphenate titles that combine duties, as in *secretary-treasurer* and *hunter-gatherer*. Do not hyphenate titles that represent single-duty titles, like *attorney general* and *surgeon general*.

In a series, hyphens are carried over

The family consisted of *second-*, *third-*, or *fourth-generation* Americans.

Compounds created from proper nouns indicating ethnic affiliation or nationality

Compounds like African-American, Judeo-Christian, Anglo-Saxon, etc., are all terms that are usually hyphenated when they act as adjectives preceding a noun, but not always when they act as nouns themselves.

As you can see from the last entry, the rules of hyphenation can often be inconsistent. The term *e-mail* is another example of mixed use. The letter *e-* is short for *electronic* so that’s why this technical compound is hyphenated. Most print sources employ the hyphen, although sometimes we’ll see the term written as one word, and we certainly understand it as such and don’t take offense at its use. If you follow the “rules” of hyphenation, we would consider *e-mail* representative of

one of those midword hyphens, meaning that eventually the hyphen will completely disappear.

The trend is to simplify the language and to use common sense. In the expression *high school student*, for instance, we wouldn’t need to hyphenate the compound *high school*. As Charles McGrath, author of a recently published *New York Times* article about the hyphen (“Death-Knell. Or Death Knell”), states: “... a high school student is most likely someone attending secondary school rather than a pupil puffing a joint”!

Carol Porr is an adjunct instructor of English and assistant director of the English Composition Program. She is also the English editing consultant to the CTSE.

COMING SOON ...

Please join us at these Spring 2008 CTSE events:

▶ Encouraging Academic Integrity in the Classroom

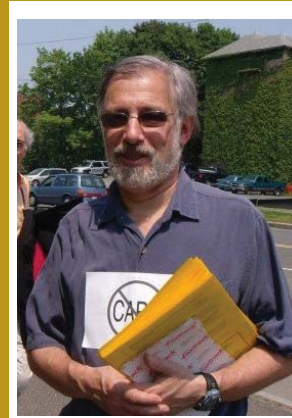
Wednesday, March 12, Common Hour

Professor Mark McEvoy of the Philosophy Department will share the results of his recent survey on academic integrity at Hofstra. Many faculty members who responded to the survey expressed a desire to share methods they used to encourage integrity and discourage cheating in their classes, and to learn about the methods used by others. Also participating in the discussion will be Professor Margaret Burke from Library Services and Technology Instructor Paul Carson. Lunch will be served.

▶ Educating for Democracy: Preparing Students for Citizenship in Troubled Times Through Community Service Learning

Wednesday, March 26, Common Hour

Dr. Arthur Keene, director of the UMass Alliance for Community Transformation, will talk about the growing national movement in service learning – the integration of academic learning with community service in ways that can transform both the student and the community. In the '80s and '90s, Dr. Keene studied the struggles of an Israeli kibbutz to maintain its well-established networks of mutual assistance in the face of growing individualism. He now studies the same struggles as they play out in his community at Amherst. Dr. Keene, an anthropology professor, is past chair of Educators for Community Engagement and currently holds the Terrence Murray Professorship in the Commonwealth Honors College at UMass. This distinguished lecture was organized by Hofstra Anthropology Professor Christopher Matthews, who involves his students in service learning projects on Long Island.



Professor Arthur Keene, shown here at a protest at the University of Massachusetts, will talk about the trend toward service learning.

▶ Neutrality and Advocacy in the Classroom

Wednesday, April 2, Common Hour

Should teachers maintain a persona of strict impartiality before their students? Or is it permissible, perhaps even obligatory, that they reveal their positions and thereby model open-minded commitment? Is advocacy ever to be allowed? If so, how can we distinguish it from indoctrination? What does “fair and balanced” mean in classroom presentations on controversial or sensitive topics? Should we present data without interpretation? Offer equal time for pro and con?

This cluster of questions will be the focus of a brown-bag lunch discussion led by Philosophy Professor Ralph Acampora. The topic will be treated more from a pedagogical perspective than through the usual lens of academic freedom. That is to say, we'll focus on what is best for student learning rather than what is permissible in terms of faculty protection. Sometimes teachers don't want to unduly influence their pupils, but students actively seek their professors' stances on issues germane to class work. Sorting out the tension of principles at stake is often difficult and could benefit from collegial conversation.

For more information and a full listing of CTSE events, please visit hofstra.edu/faculty/CTSE. To R.S.V.P. to any of the above events, please contact Jeanne Racioppi at (516) 463-6221 or Jeanne.M.Racioppi@hofstra.edu.



Current CTSE Members

Ralph Acampora (Philosophy), 2005-2008

Jacqueline Burke (Accounting, Taxation and Legal Studies in Business), 2007-2010

Timothy Daniels (Anthropology), 2007-2010

Jay Hickey (Hofstra Law School), 2005-2008

Esther Klein (IT/QM), 2005-2008

Janet Lenaghan (Management, Entrepreneurship and General Business), 2006-2009

Christopher Matthews (Anthropology), 2006-2009

Mark McEvoy (Philosophy), 2005-2008

Daisy Miller (English), 2007-2010

Stanislao Pugliese (History), 2005-2008

Jennifer Rich (English), 2006-2009

Jin Shin (Psychology), 2005-2008

Mohammed Tafti (IT/QM), 2006-2009

Elizabeth Venuti (Accounting, Taxation and Legal Studies in Business), 2006-2009

Kathleen Wallace (Philosophy), 2006-2009

David Weiss (Health Professions and Family Studies), 2007-2010

Staff and Contact Information

Director

Susan Lorde Martin, J.D.

Cypres Family Distinguished Professor of Legal Studies in Business
208 Weller Hall
Phone: (516) 463-5327
Fax: (516) 463-6505
Susan.L.Martin@hofstra.edu

Associate Director and Newsletter Editor

Carol Fletcher, M.A.

Associate Professor of Journalism
403 New Academic Building
Phone: (516) 463-6464
E-mail: Carol.T.Fletcher@hofstra.edu

Senior Assistant

Jeanne Racioppi, B.A.

200 West Library Wing
Phone: (516) 463-6221
Fax: (516) 463-6505
E-mail: Jeanne.Racioppi@hofstra.edu

English Editing Consultant

Carol Porr, M.A.

Adjunct Instructor of English
Assistant Director, Composition Program
208 Calkins Hall
Phone: (516) 463-5252
Fax: (516) 463-6505
E-mail: Carol.J.Porr@hofstra.edu

Pedagogical Research Consultant

Bruce Torff, Ed.D.

Associate Professor of Curriculum and Teaching
128 Hagedorn Hall
Phone: (516) 463-5803
Fax: (516) 463-6196
E-mail: Bruce.A.Torff@hofstra.edu

Program Evaluator

Marc Silver, Ph.D.

Professor of Sociology
202F Davison Hall
Phone: (516) 463-5645
Fax: (516) 463-6505
E-mail: Marc.L.Silver@hofstra.edu

Public Speaking Consultant

Cindy Rosenthal, Ph.D.

Associate Professor and Teaching Fellow,
School for University Studies
107 Roosevelt Hall
Phone: (516) 463-4966
Fax: (516) 463-4822
E-mail: Cindy.D.Rosenthal@hofstra.edu

Quantitative Analysis Consultant

Michael Barnes, Ph.D.

Professor of Psychology
101 Hauser Hall
Phone: (516) 463-5179
Fax: (516) 463-6505
E-mail: Michael.J.Barnes@hofstra.edu