OLLI
Prospective
Instructor Handbook

June 2016

1515 Market Street, Suite 525
Philadelphia, PA 19102
215 204-1505

Office Hours:
Mon – Fri
9 AM – 3:30 PM

Email: olli@temple.edu
Website: noncredit.temple.edu/olli

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# TABLE OF CONTENTS

## WELCOME

1

## Course Proposal Procedure and Follow-Up

2

Course Proposal Submission
Preliminary Review
Unacceptable Course Proposal
The Interview

## Course Proposal Procedure and Follow-Up (cont’d)

3

Course Approval or Modification
Operational Observational of the Course
Student Fluctuation
The Course Proposal
Course Title
Class Time

## Course Proposal Procedure and Follow-Up (cont’d)

4

Instructor Biography
Course Outline/Syllabus
The Course Description
The Syllabus
Program Information

## APPENDIX A

5

Example of a Model Course Proposal

## APPENDIX B

6

Two Examples of Model Syllabus/Outline

## APPENDIX B

7

Two Examples of Model Syllabus/Outline (cont’d)
Dear Prospective Instructor:

The OLLI Curriculum Committee is happy to work with you as you consider a teaching role at OLLI. The following guidelines will describe the process of submitting a course proposal and explain the criteria that the committee uses in reviewing courses and evaluating their prospective effectiveness.

The committee comprises volunteer members who are themselves students or instructors or both. Our commitment is to offer OLLI members educational opportunities that are instructive, substantive, interesting, and - if the subject matter permits – stimulating and skill-building. OLLI prides itself on high-quality education, and the mission of the committee is to ensure that this goal is met.

If this prospective course will be your first effort at classroom teaching, or if you have not previously taught older students, the committee will be glad to offer you coaching along with the opportunity to shadow veteran instructors, as teaching older adults is somewhat different from teaching for-credit students or the training of professionals. Please discuss this with the subcommittee at the time of your interview. In addition, if you have not attended OLLI classes previously, we recommend that you sit-in on one or more courses, for a more visceral grasp of their conduct and dynamics. Finally, we are happy to assist you in using PowerPoint.
Course Proposal Submission

Each semester the Director sends an email notice of the deadline for course proposals to all existing and prior instructors and to persons interested in becoming an OLLI instructor. Attached to the email is a link to jotform.com which, when accessed, allows the instructor (candidate) to electronically file the course proposal form.

In addition, a resume, and a course outline/syllabus are required to accompany the proposal. Please see Appendix A for a model example of a completed course proposal. See Appendix B for two examples of a model course outline/syllabus. Due to the volume of course proposals received by OLLI, please note that the deadline for submission is firm.

Preliminary Review

The Curriculum Committee Chair (and/or her/his delegate) reviews all course proposals as available on jotform.com for completeness, including, in particular, the attachment of a course outline/syllabus. If the submission is incomplete or otherwise insufficient, the candidate will be contacted to amend the submission by a date consistent with the Director’s deadline. Until satisfactory provision of the amendment, no further steps will be taken toward course consideration, including the interview.

Unacceptable Course Proposals

Certain subjects may be considered unsuitable for a course in the OLLI curriculum. Once the Chair identifies such proposals, the Curriculum Committee has the prerogative of rejecting them without interview. The decision to do so will be made by the Chair in consultation with the Director. The Chair or Director will advise the candidate of the determination.

The Interview

All instructors who will be teaching at OLLI for the first time, as well as previous OLLI instructors who are teaching in a new subject area, are subject to a personal interview. The Chair will appoint a subcommittee of three persons to conduct the interview. The lead member of the subcommittee will contact the candidate to schedule the meeting, and will be responsible for any matters that require follow-up. The interviewers will be interested in ascertaining the following information, plus anything else that is pertinent to the specific subject to be presented.

- Why do you believe that this course will be of interest and value to OLLI members?
- What is (are) its educational objectives?
- What size class - i.e., number of students - would be optimal?
- If the number of planned classes is fewer than those of a full semester - why? If so, which part of the semester would you prefer - the first or second half?
- Will there be a book or other matter required for the course?
- Will there be handouts, PowerPoint, or films in the course?
- If the course will be co-taught, or feature guests, how would that be handled?
- How will control be managed if there are argumentative or dominating students?
Course Approval or Modification
During the interview the interviewers may request further information about the composition of the proposed course. After the interview is completed, and any further follow-up amendments or questions resolved, the committee will make a formal recommendation to the director. The director, in turn, will advise the candidate of the status of the proposed course, and whether modifications are needed.

Operational Observation of the Course
Once classes begin, one or more members of the Curriculum Committee will attend one (or more) classes to assess its (their) operational effectiveness. Their criteria will include: instructor grasp of the subject, adequacy of preparation, interest of instructor and class, clear explanation of class goals, interaction with students, and instructor management of the class.

Student Fluctuation
OLLI has been satisfying students for over forty years. Unlike many similar adult programs, OLLI has had a traditional policy of open access to its courses in each semester. Students pay one fee for the year and are then free to sit in on any courses of their choosing, as long as seats are available. Even though courses that attract a large attendance now require registration, when registered students do not appear for a given class, class monitors help them fill unoccupied seats. In non-registration courses there are always walk-in (first-time) students in every class. Be prepared, then, for a variety of new faces, and questions that may occur from students who have not attended earlier classes. This is one of the challenges of OLLI instruction. Please be responsive to such questions while maintaining the focus of the current class.

The Course Proposal
For the most part the proposal form is self-explanatory. Here are just a few points of guidance to assist you in your submission.

Course Title
As the course title has to fit into the catalog and the digital display monitor, please keep it relatively brief.

Class Time
Morning classes generally meet between 10:30 AM and Noon, and afternoon classes generally meet between 1:00 PM and 2:30 PM. We encourage instructors to choose one of these time slots for the following reasons. Although there are some classes that start at 10:00 AM, and others that meet during the Noon period, these are exceptions.

- If classes start earlier than 10:30, those students who must drive a distance to attend have to deal with rush hour traffic, or if taking public transit, may encounter delays, and arrive late or miss the class. These experiences are frustrating and discouraging for students.
Those classes that meet during the 12:00 to 1:00 hour (on Wednesdays only) put pressure on students who want to take an afternoon class, especially if they want to get there early enough to ensure that they have a seat. Further, OLLI is more than simply an educational institution. There is active social interaction among the members, who may want to have lunch with their friends.
- Classes that run later than 2:30 will witness students leaving the class to catch public transit.
- Classes that do not correspond to the traditional morning and afternoon hours may not be chosen by students for the reasons given above. This would be a loss for both students and instructor.
INSTRUCTOR BIOGRAPHY
Please keep this focused on whatever may be relevant for the context of the course rather than your larger career.

See Appendix A for a model example of a completed course proposal.

COURSE OUTLINE/SYLLABUS
The course outline is intended to be a concise but all-inclusive window to the course. It should have enough information to guide students in the goals of the course, its format, any requirements for students to meet, sources of additional information if warranted, and progression through the defined topics. Course outlines may take different forms for different types of classes. In Appendix B two are illustrated.

There are two parts: The course description and the syllabus.

THE COURSE DESCRIPTION
The course description should contain several pieces of information.
- A description of the course that may be expanded from the description in the catalog.
- Goals of the course.
- Any required readings for the course, or kinds of assignments that will be required.
- The way the course will be conducted.
- Guest speakers or performers.
- A bibliography, if warranted, and/or a list of assigned or recommended readings.
- The web address for downloading course-related handouts (noncredit.temple.edu/olli)

THE SYLLABUS
This is a listing of classes, with dates and topics. The topics should be sufficiently described so that students have a clear idea of the content of each class. Conversely, please keep the outline concise, preferably within two pages.

See Appendix B for examples of two model course outlines: one for a course in literature, and the other in politics and government.

PROGRAM INFORMATION
Address:  1515 Market Street, Suite 525 Philadelphia, PA 19102
Office Hours:  Monday – Friday 9:00 AM – 3:30 PM
Web sites:  noncredit.temple.edu/olli
temple.edu/olli
Administrative Staff:  
Director – Adam Brunner, PhD (215) 204-1511
Business Manager – Sakinah Hill (215) 204-1505
Department Coordinator – Jennie Nguyen (215) 204-1505

Inclement Weather: OLLI is closed whenever the Philadelphia Public Schools are closed for inclement weather. When the Philadelphia public schools open an hour or two late due to inclement weather, all OLLI classes that start before noon are canceled.
## Appendix A: Example of a Model Course Proposal

<table>
<thead>
<tr>
<th>Submission Date</th>
<th>10-12-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date</td>
<td>10-12-2015</td>
</tr>
<tr>
<td>Course Title</td>
<td>Crime and Punishment: Not Your Parents’ Urban Detective Story</td>
</tr>
<tr>
<td>1st Instructor Name</td>
<td>Jo Ellen Winters</td>
</tr>
<tr>
<td>Are you a member of OLLI at Temple University?</td>
<td>Yes</td>
</tr>
<tr>
<td>What date did you join OLLI?</td>
<td>XXXX</td>
</tr>
<tr>
<td>Email</td>
<td>XXXXXXX@XXXXXXX</td>
</tr>
<tr>
<td>Phone Number</td>
<td>XXX-XXX-XXXXX</td>
</tr>
<tr>
<td>Semester</td>
<td>Spring</td>
</tr>
<tr>
<td>Preferred Class Time</td>
<td>1:00 PM - 2:20 PM</td>
</tr>
<tr>
<td>Preferred Class Day</td>
<td>Thursday</td>
</tr>
<tr>
<td>My class will run every week during the entire semester</td>
<td>Yes</td>
</tr>
<tr>
<td>1.) Course Modality (check one)</td>
<td>Lecture/discussion</td>
</tr>
<tr>
<td>2.) Course Category (check one)</td>
<td>Literature &amp; Humanities</td>
</tr>
<tr>
<td>3.) Does you course seek registration?</td>
<td>No</td>
</tr>
<tr>
<td>4.) Brief Course Description for Catalog</td>
<td>Talk about a bumpy ride: a murky and unstable St. Petersburg, circa 1864; a double murder; a distraught murderer; and a dogged investigation which turns out to be beside the point. Aberrant behaviors, clashing ideas and beliefs, muddy values, and uncertain loyalties characterize Dostoyevsky’s deeply alienated and conflicted characters, with whom we share the struggle to uncover meaning in this dark and unbalanced world.</td>
</tr>
<tr>
<td>5.) For New Teachers: Brief biography for catalog.</td>
<td>Jo Ellen Winters, BA, Comparative Literature, Brandeis University; MA, Temple University. Professor Emerita of English, Bucks County Community College (44 years). She has also taught at Temple, Rutgers, C.W. Post College, and Pennsworth Village in Newtown, Bucks County.</td>
</tr>
<tr>
<td>6.) Course Outline/Syllabus</td>
<td>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX</td>
</tr>
</tbody>
</table>
Appendix B: Two Examples of Model Syllabus/Course Outline

Course Title:

Crime and Punishment: Not Your Parents’ Urban Detective Story

Jo Ellen Winters    Spring 2016

Course description:
Talk about a bumpy ride: a murky and unstable St. Petersburg, circa 1864; a double murder; a distraught murderer; and a dogged investigation which turns out to be beside the point. Aberrant behaviors, clashing ideas and beliefs, muddy values, and uncertain loyalties characterize Dostoyevsky’s deeply alienated and conflicted characters, with whom we share the struggle to uncover meaning in this dark and unbalanced world.

Syllabus:
1/28 Course handout; Russian literature in Dostoyevsky’s lifetime.
1/28 Dostoyevsky: his life, his major themes. The Ice Palace.
2/4 ISMs: Romanticism/realism; Nihilism (with a little Neitzsche).
2/18 The title; the beaten vs. the beaters: class struggle for income, education, religion, and justice.
2/25 Petersburg: The city as setting.
3/3 NO CLASS: SPRING BREAK
3/10 Raskolnikov: Hero? Antihero? Neither?
3/17 Raskolnikov (he’s a very complicated guy): Why does he do it?
3/24 Sonia; Svidrigailov; their battle for Raskolnikov’s soul.
3/31 More S & S; Luzhin (the despised suitor).
4/7 Structure and coincidence; point of view.
4/14 Dreams and symbols. Diction.
4/28 Epilog: Modern spiritual guide or master of spiritual disorder?


Desired Learning Outcome: We all dig deep into our own psyches as well as Raskolnikov’s, and we figure out together what makes a deeply intellectual work so dramatic and disturbing. We are enabled and emboldened, all of us, to penetrate the puzzles behind other Russian works as well.

Class Preparation: Read the course text and think very deeply.
### Course Description
This course focuses on the root values of American political ideologies of liberalism and conservatism. It examines their origins, their evolutions, their variations, their conflicts, and their effects on American politics and society. Many basic concepts of government, politics, and society will be defined and discussed in the context of liberalism and conservatism. There is no textbook for the course. Handouts will be provided. Student interaction is welcome with the understanding that this course is intended to be thought-provoking, analytical, and instructive, rather than a partisan exercise in argument and debate. Note: There is so much material to cover that the content of any given class may be carried into the next class. Ultimately we’ll cover everything listed in this syllabus.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>September 29, 2015</td>
<td>Introduction to the course; where is American political culture today?</td>
</tr>
<tr>
<td>Class 2</td>
<td>October 6, 2015</td>
<td>Examination of ideology; appalling public political awareness; America’s founding documents; clashing formative principles; mutual vituperation.</td>
</tr>
<tr>
<td>Class 3</td>
<td>October 13, 2015</td>
<td>Our ideological root values derived from T. Paine and E. Burke; the rise of political parties; the evolution of American political conservatism.</td>
</tr>
<tr>
<td>Class 4</td>
<td>October 20, 2015</td>
<td>Key conservative principles; the diverse branches of conservatism.</td>
</tr>
<tr>
<td>Class 5</td>
<td>October 27, 2015</td>
<td>The evolution of American political liberalism. What is populism?</td>
</tr>
<tr>
<td>Class 6</td>
<td>November 3, 2015</td>
<td>Key concepts 1: Framing in speech, metaphors, stereotypes, and demagoguery; federal vs state role; privatization; the political process.</td>
</tr>
<tr>
<td>Class 7</td>
<td>November 10, 2015</td>
<td>Key concepts 2: Religion (is America a Christian country?); family or community (small town vs. city; i.e. gemeinschaft &amp; gesellschaft) as origins; immigration and multiculturalism; changes in the media.</td>
</tr>
<tr>
<td>Class 8</td>
<td>November 17, 2015</td>
<td>Key concepts 3: Kinds of equality; civil rights/civil liberties; economics, determinism, and political economics; capitalism; social Darwinism; incrementalism.</td>
</tr>
<tr>
<td>Class 9</td>
<td>November 24, 2015</td>
<td>Key concepts 4: Nationalism; patriotism; socialism; messianism; Manicheanism and apocalyptic partisan struggle.</td>
</tr>
<tr>
<td>Class 10</td>
<td>December 1, 2015</td>
<td>Key concepts 5: Identity/issue politics; paranoia. Movement financial support; magazines and policy organs (think tanks).</td>
</tr>
<tr>
<td>Class 11</td>
<td>December 8, 2015</td>
<td>Where is America going in the post-American world? Paradigm change.</td>
</tr>
</tbody>
</table>