Departmental Liaison
Classroom Visit Summary

SAINT LOUIS UNIVERSITY

Course Information

Semester: ☐ Fall  ☑ Spring  Academic Year: ___ 2013 ___ - ___ 2014 ___
Partner High School: DeSmet Jesuit High School
High School Adjunct Instructor: Peter Lenzini
SLU Course Title: ISTD 290 - Intercultural Seminar and Practicum
Subject: ___ ISTD ___  Course Number: ___290___  Observation Date: ___04 / 14 / ___ 2014 ___
Course Text: ☐ Same as on campus  ☐ Approved by Liaison
Syllabus: ☐ On File  ☐ Available at visit  ☐ Unavailable
Mixed Enrollment: ☐ Yes  ☐ No

Instructional Methodologies: Strengths and Concerns

Peter Lenzini uses a variety of methods effectively: regional- and thematic-based units include interactive lecture, carefully moderated discussions, student presentations, and other approaches which incorporate high quality pedagogical practices grounded in the content that accommodates a variety of learning styles. A wide variety of source materials from web-based and published sources are employed. The course has an admirably strong writing component. Lenzini's instruction and methodology is excellent; no concerns whatsoever.

Similarity to On-Campus offering: To what extent are this course section’s syllabus, aims, and content representative of an on-campus offering

Very similar. The on-campus course has a degree of variation among instructors and sections; this course is altogether within that variation. Instructor teaches to his strengths and interests in Middle East area studies, political philosophy, and cultural history but includes much other material as well. Course is entirely representative of on-campus offerings, with a strong writing component.

Student Involvement: What are your impressions of student interest and involvement?

Students were observed to be engaged and interested, with good preparation and ready answers to most questions. They seem to genuinely enjoy Lenzini's class. A number even stayed after class to discuss topical issues with the course instructor and faculty liaison.
Student Assessment: Are the depth and rigor of assessments equivalent to on-campus offerings?

The depth and rigor are unequivocally comparable. The strong writing component for out-of-class papers, exam essays, and other writing projects mixed with limited objective sections on exams, for example, are entirely consistent with the level of on-campus offerings.

Instructor’s marking and grading: Does the instructor seem comfortable evaluating student work?

Instructor seems perfectly comfortable, and review of assessments indicate grading is entirely comparable to the level on-campus offerings.

If you had the opportunity to address the class were there any comments/questions?

We are particularly interested in items pertaining to 1818ACC policies, procedures or practices.

Additional Comments

As one with area studies specialization in Eastern Europe/the former Soviet Union, I was able to make a very brief presentation and answer questions about current events in Ukraine and Crimea to supplement their coverage. Students were also encouraged to consider matriculating to SLU and the International Studies major. No substantive feedback about the 1818 program.

I also asked about the current professional development activities and Lenzini was quite satisfied with the ISA-Midwest Conference event. Peter Lenzini does a great job with this course at DeSmet.