

NEW YORK CITY COLLEGE OF TECHNOLOGY  
OF THE CITY UNIVERSITY OF NEW YORK

FAULTY CLASS ROOM OBSERVATION REPORT Year 2016  
POST OBSERVATION CONFERENCE MEMORANDUM

Date of Discussion March 14, 2016

Observation date February 29, 2016

Candidate's Name Jason Ellis

Department English

Representatives Present \_\_\_\_\_

Course & Section ENG 3760 E310

Reneta D. Lansiquot

Name of Observer

Name of Observee Jason Ellis

Date Observation Filed March 14, 2016 with Chairperson Nina Bennett

P&B member or other assigned by chairperson \_\_\_\_\_

(Attach additional pages if necessary.)

Signed Reneta Lansiquot Associate Professor and Program Director  
Title

I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish.

Staff Member's Signature \_\_\_\_\_  
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JWB

03/14/2016  
date

NEW YORK CITY COLLEGE OF TECHNOLOGY  
OF THE CITY UNIVERSITY OF NEW YORK

FACULTY CLASS ROOM OBSERVATION REPORT Year 2016

(  ) Untenured

(  ) Tenured

Department English

Course/Section 3760/E310

Name of Observee Ellis, Jason  
Last Name, First Name

Rank Assistant Professor

Name of Observer Reneta D. Lansiquot

Rank Associate Professor

Date of Observation February 29, 2016

Room N 601B

Lesson Topic & Brief Summary This lesson consisted of a discussion of the assigned Chapter 6 from Carolyn Handler Miller's *Digital Storytelling*, students' storyboards, and Project 2.

**Please complete each item. This report will be returned unless each category contains supporting comments. Use additional pages if necessary.**

1. **CLASSROOM MANAGEMENT** (prompt start, efficient attendance check):  
(  ) Satisfactory (  ) Unsatisfactory

As this required course in the Bachelor of Science in Professional and Technical (PTW) major has four students enrolled, it was clear that they were all present. Class started on time, but ended class 20 minutes early. Students were told that they could work on an "execution memo" during the remaining time, or they could leave. Dr. Ellis announced that he was available for questions. All students stayed until the official end of class.

2. **PROFESSIONAL TRAITS** (professional appearance and demeanor, clarity, volume, and pace of speech; establishment of rapport with students)  
(  ) Satisfactory (  ) Unsatisfactory

Dr. Ellis facilitated an engaging and informative class. He established a professional rapport with students and maintained a relaxed classroom environment.

3. **SUBJECT MASTERY** (accuracy of presented material, use of appropriate terminology, competence in use of equipment)  
( ) Excellent (  ) Very Good ( ) Satisfactory ( ) Unsatisfactory

During the discussion of the reading, Dr. Ellis highlighted important modes of persuasion, namely, *ethos*, *pathos*, *logos*. He also explained *telos*, the fulfillment of something's potential, means "we bring our own understanding [to a story]."

The assigned project requires hands-on introductions to a range of freely available digital storytelling tools to create narratives in a variety of interactive formats. Notwithstanding, the program goals also require the use of professional tools.

4. **ORGANIZATION AND DEVELOPMENT OF MATERIAL** (clear statement of objectives, logical sequence, budgeting of time, review, summary, and outside assignments as appropriate)  
(  ) Excellent ( ) Very Good ( ) Satisfactory ( ) Unsatisfactory

The objective of the lesson topic was clearly stated. Students were engaged in writing, discussion, presentation, critique, and project planning.

5. **PRESENTATION OF MATERIAL** (level and clarity of presentation, appropriate use of learning aids)  
( ) Excellent (  ) Very Good ( ) Satisfactory ( ) Unsatisfactory

Dr. Ellis presented the information clearly. His laidback presentation of material allowed all students to be engaged in the discussion of this topic. Although he provided examples, such as a meta-game about Facebook games, these were not focused on industry needs.

6. **STUDENT-INSTRUCTOR INTERACTION** (relevance, variety, and clarity of questions, appropriate recognition of student contributions)  
(  ) Excellent ( ) Very Good ( ) Satisfactory ( ) Unsatisfactory

Students were prepared to discuss the assigned reading while sitting around the table in the middle of the computer lab classroom. Dr. Ellis facilitated a productive class discussion, providing clear responses to student questions and showing interactive examples on his laptop. By the end of the discussion, students were able to demonstrate their understanding of the concepts discussed in the chapter by applying them to their storyboard presentations.

After students presented their storyboards, Dr. Ellis elicited student critique and provided feedback.



7. **OVERALL EVALUATION** (categories 1 through 6)

- Excellent
- Very Good
- Satisfactory
- Unsatisfactory

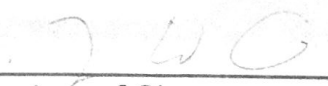
8. **SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT**

This was an excellent lesson, but the previous sections of this report do not account for PTW degree program learning outcomes. As this is not a video production design course and students are not graphic artists, for example, it is not clear how professional the final product will be based on the project criteria. This course should focus on the use of storytelling to present digital technical communication (e.g., to engage, explain research and concepts, create a shared understanding, etc.). Students should use professional tools such as Adobe Captivate for professional and technical communication, which are available in this computer lab classroom, as well as real-world case studies from business, government, technology, health professions, and the like. Students should, among the aforementioned learning outcome and others, also understand the legal and ethical issues surrounding publication. They should use APA style (and Chicago style, when appropriate), which is used in, for example, their specializations, rather than MLA style, which is predominately used in liberal arts and humanities.

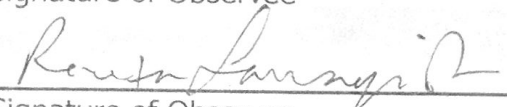
Currently, this upper-level course's syllabus, along with the lesson observed, offer an introduction to digital storytelling tools, as well as content from the prerequisite course, ENG 2720 Writing with New Media. It is understood, however, that this is necessary because the small cohort of students did not gain the content knowledge necessary in the prerequisite course that was not taught by Dr. Ellis.

This is the first time this course is offered and the most effective approaches to concepts will come in time. However, as with all courses in the major, the focus should be on writing in the workplace and creating a *user-centered approach to providing the right information, in the right way, at the right time to make someone's life easier and more productive.*

**I have read and have been given a copy of the above report, and so signify by my signature below. I understand that I may attach additional comments to this document.**

  
\_\_\_\_\_  
Signature of Observee

*03/14/2016*  
\_\_\_\_\_  
date

  
\_\_\_\_\_  
Signature of Observer

March 14, 2016  
\_\_\_\_\_  
date