

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

POST OBSERVATION CONFERENCE MEMORANDUM

Date of Discussion 11/9/16

Observation date 10/26/16

Candidate's Name Rebecca Devers

Department English

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

Course & Section EG1101:LC85 Mark Noonan  
Name of Observer

Name of Observee Rebecca Devers

Date Observation Filed \_\_\_\_\_ with Chairperson \_\_\_\_\_

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

(Attach additional pages if necessary.)

Signed Mark Noonan Professor  
Title

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

X Staff Member's Signature [Signature]

6/96

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:** EG1101:LC85

Name of Observee: Devers, Rebecca

Rank: Assistant Professor

Name of Observer: Mark Noonan

Rank: Full Professor

Date of Observation: 10/26/2016

Room: M207

**Lesson Topic & Brief Summary:**

For this class, Professor Devers reviewed the mid-term exam and discussed "Unhappy Meals" by Michael Pollan to help develop summarizing and research skills and prepare students for their next paper.

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

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

Professor Devers began class right on time and made an efficient attendance check.

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

Appearance and demeanor were professional. Professor Devers spoke clearly and confidently and exhibited a very good rapport with her

students.

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

Professor Devers exhibited a clear mastery of teaching reading comprehension and summarizing skills. She began class by reviewing the midterm. Using interactive cell phone technology, she asked students to reflect on the particular concerns they faced writing their in-class summaries such as determining the main idea and fitting a summary into a single paragraph. She also did an excellent job leading students through a rich, complex article by Michael Pollan entitled "Unhappy Meals." She asked students to consider ways this author contradicts, complicates, confuses, clarifies, and/or contributes to the topic of healthy foods discussed in the mid-term essay. Not only was Professor Devers expert at leading this discussion, but she also clearly exhibited a deep awareness of healthy eating habits and, more broadly, food cultures, the central theme of this writing course.

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

The organization and development of the class were excellent. Students were taught to extract key points from a variety of readings, to consider different arguments, and to identify rhetorical methods for approaching a topic. Each part of the class reinforced a prior activity, and led to a fuller understanding of complex issues relating to healthy foods and of key terms such as food swamps and deserts, nutritionism, and even the term "food" itself. Professor Devers made a clear statement of her objectives at the start of the class, budgeted her time well, and reviewed the materials for the day extremely well.

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

Professor Devers is particularly skilled in presenting material in a clear, student-friendly, up-to-date manner. She offers a wide range

Of useful documents for students including self-reflective grade sheets and questionnaire sheets for complex articles. Particularly impressive is her innovative use of pedagogical technology. While most professors ask students not to be on their cell phones during class, Professor Devers asks her students to take theirs out and to actively respond to questions she posts on the readings for that day. She is truly bringing the composition classroom into the 21<sup>st</sup> century in a meaningful, helpful way that inspires engagement and zest for learning.

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

Professor Dever's interaction with her students is very good. Her students come to class prepared and are eager to listen to her insights and get to work. She knows all the students by name and encourages active participation. Most members of the class were very responsive and thoroughly engaged.


7. OVERALL EVALUATION (categories 1 through 6)

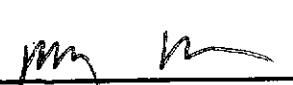
Excellent  
 Very Good  
 Satisfactory  
 Unsatisfactory

8. SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT (use additional pages if necessary)

Consider broadening the theme of an English Composition beyond such a narrow topic to provide students with a greater exposure to a variety of issues and concerns.

**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 11-9-16  
date

  
\_\_\_\_\_  
Signature of Observer 11/9/16  
date