

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

POST OBSERVATION CONFERENCE MEMORANDUM

Date of Discussion 4/4/13

Observation date 3/12/13

Candidate's Name Rebecca Devers

Department English

Representatives Present _____

Course & Section 2001/1240 Jane Mushabac
Name of Observer

Name of Observee Rebecca Devers

Date Observation Filed 4/4/13 with Chairperson

P&B member or other assigned by chairperson

(Attach additional pages if necessary.)

Signed Jane Mushabac Associate Prof
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 [Signature] 4/4/13
6/96 date

NEW YORK CITY COLLEGE OF TECHNOLOGY
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FACULTY CLASS ROOM OBSERVATION REPORT

Year 2013

() Tenured

(X) Untenured

Department English Course/Section English 2001

Name of observee Rebecca Devers Rank Assistant Professor

Name of Observer Mushabac, Jane Rank Associate Professor

Date of Observation 3/12/13 Room N519

Lesson Topic & Brief Summary:

Theme in Fiction, in three short stories:

Toni Morrison: "Recitatif"

Kate Chopin: "Désirée's Baby"

Junot Diaz: "How to Date a Browngirl, Blackgirl, Whitegirl or Halfie."

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):

(X) Satisfactory

() Unsatisfactory

Professor Devers started this 2.5 hour class on a rainy night by taking attendance silently, with the class plan up on the screen. By 6pm 19 students were there; 3 others arrived within ten minutes.

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

(X) Satisfactory

() Unsatisfactory

Professor Devers is thoroughly engaging and professional, with an exemplary focus, conviviality, and clarity.

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

Prof. Devers is so well prepared and knowledgeable about her subject, class plan, and classroom technology that she asserts herself as an authority while stimulating lively discussion and interest.

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 class period was well designed with a satisfying balance of activities. First she discussed the 5-page paper due the following week on an unusual and appealing assignment—which she playfully called “wonky”—a discussion of one short story and how it may be seen as a bridge to the student’s major, whatever that may be. Students raised questions and she led them through thinking to assure they each felt ready to write a successful paper. She suggested the IQIAA method which is up on Open Lab: Introduce, Quote, Interpret, Analyze and Apply. She went over each of these terms. Then the class followed up on a challenging Henry James story, “The Figure in the Carpet,” they’d been discussing the previous week, and its moral that one shouldn’t look so hard for meaning that you miss the joy of life. But all of this was preface for the topic of the day, to discuss the racial theme of the three short stories the students had read for the day. Prof. Devers swung into this, the main focus of the night, by saying she’d made a Prezi—“They’re such fun”—and with the Prezi up on the screen, she plunged into analysis with the students, probing and discussing the literary theme of race in first the Morrison, then the Chopin, and finally the Diaz story.

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

Professor Devers is impressive in every way, on everything she addresses. She brings out the best in her students, and they respond consistently at a high level with great interest.

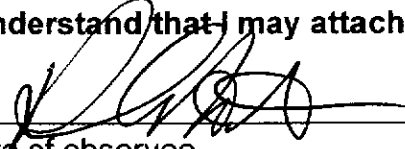
6. STUDENT-INSTRUCTOR INTERACTION (relevance, variety, and clarity of questions, appropriate recognition of student contributions)
 Excellent Very Good Satisfactory Unsatisfactory

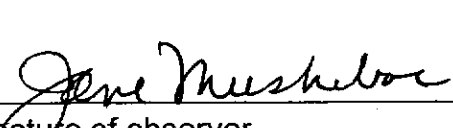
It would be difficult to imagine a better student-instructor interaction, or a more absorbing two and a half hour discussion of fiction.

7. OVERALL EVALUATION (categories 1 through 6)
 Excellent
 Very Good
 Satisfactory
 Unsatisfactory

8. SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT (use additional pages if necessary)
None

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.

 _____ date 4/4/13

 _____ date 4/4/13