

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

**POST OBSERVATION CONFERENCE MEMORANDUM**

Date of Discussion April 14, 2015

Observation Date March 25, 2015

Candidate's Name Dr. Rebecca Devers

Department English

Representatives Present

NA

Course & Section English

Dr. Monique Ferrell

Name of Observer

Name of Observee Dr. Rebecca Devers

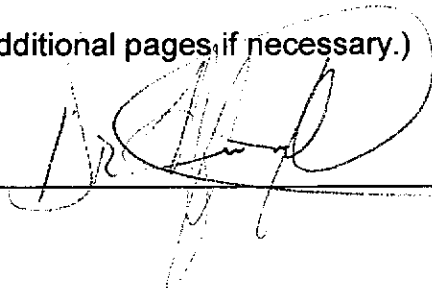
Date Observation Filed April 14, 2014 with Chairperson Dr. Nina Bannett

P&B member or other assigned by chairperson

NA

(Attach additional pages, if necessary.)

Signed



Title Professor of English

**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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**date**

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

FACULTY CLASS ROOM OBSERVATION REPORT

Year 2015

Tenured

Untenured

Department English

Course/Section English 3401/ Section D570

Name of observee Devers, Dr. Rebecca  
Last Name, First Name

Rank Assistant Professor

Name of Observer Dr. Monique Ferrell

Rank Professor

Date of Observation 3/25/15 Room Namm Building /Room 617

Lesson Topic & Brief Summary—Legal/Literary *Jeopardy* game/review session and an introduction to Arthur Miller's *The Crucible*.

**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

Class began on time. Dr. Devers took attendance at the beginning of class and marked late arrivals as they entered the room.

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

Satisfactory

Unsatisfactory

Dr. Devers was professional in both appearance and demeanor. From beginning to end, her class was quite energetic, and she clearly enjoys an excellent rapport with her students.

3. SUBJECT MASTERY (accuracy of presented material, use of appropriate terminology, competence in use of equipment)

Excellent       Very Good       Satisfactory       Unsatisfactory

As outlined on the course syllabus, Professor Devers' section of ENG 3401 (Law through Literature) asks students to, "[read/discuss] a number of literary texts that explore controversial issues related to law and the legal system. [Additionally], students discuss these texts alongside their cultural, social, and political contexts, in order to apply lessons to [student] careers as legal professionals."

As students are asked to read and view heady material, Professor Devers has found a clever and engaging way to explore and assess assigned literary texts (plot, storytelling, character development) and place each text in its respective legal context (law and legal terminology).

As such, the lesson focused on a version of the gameshow *Jeopardy* specifically designed around the class. Three separate teams competed to test their knowledge in the follows areas:

- characters
- evidence
- plot & storytelling
- themes
- connections

This kind of learning tool teaches students the effectiveness of argument as it relates to both formal writing and the presentation and interpretation of the law in legal settings. Students are also able to demonstrate their understanding of literary devices (e.g.—characteristics: dynamic, round, sympathetic, flat, static) or legal terminology (e.g.—racial profiling, flight risk, appeal, timeline testing, DNA).

This class and Professor Devers' effective instruction makes it clear the there is a natural connection between the law and literary texts and that these kinds of classes, while reading and writing intensive, can be interesting and engaging for students.

Once the game concluded, Professor Devers used the final moments of the class to discuss the reading assignment, Miller's *The Crucible*. Students were asked to prepare the first act and to consider the surface issue (The Salam Witch Trials) and the subtext (Theocracy, Cold War, the 1950s, and concerns about speaking the truth).

Finally, Dr. Devers returned graded assignments: midterm, quiz, and midterm grades.

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

Professor Devers used her time well. Each portion of the class transitioned seamlessly into the next. Students appeared comfortable with the course content and time devoted to discussion and classwork.

5. PRESENTATION OF MATERIAL (level and clarity of presentation, appropriate use of learning aids)

Excellent     Very Good     Satisfactory     Unsatisfactory

All aspects of the class were appropriate and relevant to the day's lesson and course content. Professor Devers also has an Open Lab site dedicated to the class. Students were reminded that the site is not only a supplement to the lessons but that they are also responsible for submitting regular postings to the site.

6. STUDENT-INSTRUCTOR INTERACTION (relevance, variety, and clarity of questions, appropriate recognition of student contributions)

Excellent     Very Good     Satisfactory     Unsatisfactory

Dr. Devers is an excellent professor. This was an excellent class.

7. OVERALL EVALUATION (categories 1 through 6)

Excellent

Very Good

Satisfactory

Unsatisfactory

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT (use additional pages if necessary)

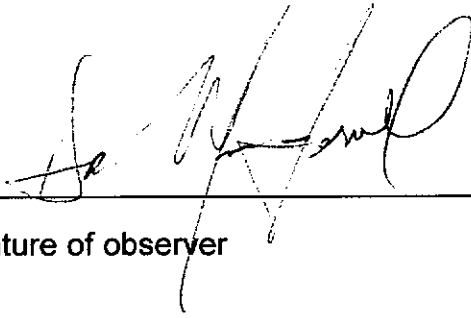
NONE

**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.**

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Signature of observee

date

A handwritten signature in black ink, appearing to be 'S. H. Hand', written over a horizontal line.

Signature of observer

date

1/04