

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

POST OBSERVATION CONFERENCE MEMORANDUM

Date of Discussion 4-13-16

Observation date 3/9/16

Candidate: Professor R. Devers

Department: English
Representatives Present: J. Williams

Course/Section: 3401/E 270

J. Williams
Name of Observer

Name of Observee: R. Devers

Date Observation Filed _____ with Chairperson _____

P&B member or other assigned by chairperson

(Attach additional pages if necessary.)

Signed Dr. J. Williams Assoc. 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]

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** 3401/E270

Name of Observee: Devers, Rebecca

Rank: Asst. Professor

Name of Observer: J. Williams

Rank: Associate Professor

Date of Observation: 3/9/16

Lesson Topic & Brief Summary:

"Does movie violence increase violent crime?": student addressed this question in his PowerPoint presentation on true-crime movies. His presentation was a bridge connecting the true-crime podcast the class regularly listens to with the larger project they are working on. Discussions referred back to *Serial* and *The Hand Maid's Tale*, literature that allows the class to unearth the tenets of fiction while, simultaneously, relating them to crime. The class identified and analyzed elements of fiction and its development, as well as participated in cellular polling while discussing Adnan's true-crime case. Additionally, "Making a case" was a class theme—one leading to an upcoming quiz and future project.

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 arrived early and engaged students before class began. Attendance was taken at the start of the hour.

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

Professor Devers was dressed appropriately. She knew every student's name, asked

relevant questions, and waited for responses. Professor Devers showed a healthy level of respect that the students returned with their attentiveness. Students provided insightful responses when breaking down the elements of the poll.

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

Excellent Very Good Satisfactory Unsatisfactory

Class actively addressed every facet that assists in learning and instruction: OpenLab site was displayed; referenced Atwood's *The Handmaid's Tale* from previous class where they discussed sex and law; wrote notes on board; innovative websites and research materials were used; "formulaic" and "episodic" are examples of the discipline appropriate language Professor Devers introduced, as well as discussions on truth, morality, justice, and evidence.

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

Syllabus and OpenLab provided students with a sequence of events that directed the class. Classmates asked the student presenter questions. Incorporating the Podcast is brilliant in both concept and use. The PollEverywhere.com--where they voted on "Which element of fiction is most important in creating a good true-crime movie?"--is an innovative site that allows students to participate via technology anonymously.

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

Excellent Very Good Satisfactory Unsatisfactory

See 3 & 4.

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


Professor acted as both room conductor and full-time participant. The class followed her lead. She allowed students to interact while masterfully guiding the conversation and maintaining class focus. Students participated and laughed and seemed to enjoy the lesson. Using word association to describe Adnan and Jay allows for a learning environment where even the most muted student can participate and be "heard" in the room. Through her use of technology, Professor Devers is an active-learner revolutionary—a professor who juxtaposes the interdisciplinary course title while, at the same time, makes sure that the college's mission of utilizing technology is the main stream of communication.

7. OVERALL EVALUATION (categories 1 through 6)

- Excellent
- Very Good
- Satisfactory
- Unsatisfactory

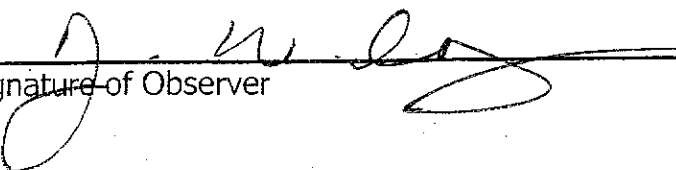
None

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.



Signature of Observee

4-13-16
date



Signature of Observer

4-13-16
date

