

Instructor comments on Faculty Development and Evaluation Plan

Teaching Domain:

Instructional Design:

1. Syllabuses are uploaded to Blackboard as well as distributed to class in hard copy on the first day of class. Revised syllabuses are posted to Announcements page in Blackboard as well as distributed in class when revisions are significant.
2. Learning activities in ENG 111 and ENG 112 include Socratic Seminars (see attached materials); in-class closed book quizzes as well as open-note online quizzes; impromptu small group presentations; guided self and peer review activities (see Research Process Packet for two examples of peer review); scaffolded research paper assignment; in-depth self-reflection essay based on student's writing portfolio; weekly journals based on the week's reading and lecture; and an in-class essay. Additionally, classes vary in format in order to engage students on a variety of levels. Some classes feature a brief lecture followed by small group work that applies the day's lesson in an "I do-you do-we do" format. Other classes utilize youtube teaching clips to reinforce concepts covered in class, while other classes are focused on individual application of class material. ENG 242 follows the same format, but does not include Socratic Seminars as every class essentially models the Socratic Method.
3. Quizzes given in class assess the degree to which the student can apply course material without advance notice while quizzes given at home assess whether or not students can apply critical thinking to deeper questions relevant to course content. Socratic Seminars are a unique assessment method as they are student guided, which offers me the chance to evaluate where students need additional instructions. A comprehensive final exam assesses students ability to apply the larger class concepts to course readings. Finally, the final drafts of all papers demonstrate the students' critical understanding of and ability to create college level writing.
4. Students are strongly encouraged to participate in student surveys. They are reminded in class about the strength of their voice and how important their feedback is to college policy. Students are given a small amount of extra credit for completing the end of semester course evaluation survey.

Instructional Delivery

1. ENG 111 Learning Outcomes include The Process of Writing; Critical Thinking for Writing. ENG 112 also includes Argument and Research.
 - a. The Process of Writing learning outcome aligns with class activities that include repeated practice of the writing process from brainstorm, outline, draft, revision, editing (and a discuss of the difference between revision and editing), final draft. These components are required for two class essays and recommended for the others.
 - b. The Critical Thinking learning objective is met through completion of weekly journals, which often require students to summarize class readings as well as to respond critically to a specific aspect from the reading; revision of essays based on appeal to appropriate audience; and low-stakes practice with documentation of outside sources that prepares students for the professional expectations of documentation and utilization of academic sources. At the end of the semester students have completed at least, and generally more than, 15-20 pages of finished, graded text, including a documented essay.

c. The goal of Argument is met in ENG 112 by in class oral and written activities that summarize and respond to points raised in class readings, written weekly journals that challenge students to think critically, three short argumentative essays, and a final research paper that explores and takes a nuanced stance on a social justice issue.

d. The goal of Research is met in ENG 112 through the completion of the "Research Process Packet" (see attached materials) as well as shorter writing assignments that allow the student to grow into the final research paper.

2. Small groups are a common occurrence in all of my classes. These are spontaneous and structured. Small groups work together to present a specific issue to the larger learning community.

3. Students use Blackboard to submit assignments and take online quizzes. They are also given a list of optional materials that utilize internet sources and youtube clips to augment learning. In ENG 242 students post to the discussion board and blog on a weekly basis.

4. Students emails are responded to within 24 hours or less during the work week (generally I respond to emails with in 6 hours on weekdays and within 12 hours on a weekend).

5. Students are encouraged to meet with me during my office hours or to set up an appointment with me if my drop in hours don't suit. I scheduled individual writing conferences with each student in ENG 112. Students who wish to revise their final drafts for a better grade are required to have a writing conference with me or to visit the PIER.

6. Small assignments are graded in a week. Papers are generally graded and evaluated with specific written feedback within two weeks.

Instructional Effectiveness:

1. The first journal is a self-reflection, introduction journal. I respond to this immediately. This semester there was a severe issue with BB, which delayed my response to this journal, so I responded to subsequent assignments in greater detail.

Instructional Expertise:

1. I demonstrate currency in pedagogy by routinely "flipping the classroom," fostering community building in my classes through small groups and explicit Freirean methodology; creating innovative group projects for in-class active learning; and attending pedagogy conferences to learn new ideas.

2. I employ Open Educational Resources in my classes, utilize Blackboard, show youtube clips, and make relevant TED talks and blogs available to students.

Expectations:

Scholarly and Creative Engagement:

CETL Teaching Squares, present

Participant in a non-evaluative process of reciprocal classroom observation and self-reflection; observed colleagues throughout the semester in order to reflect and improve on my own best practices.

The Northern Virginia Review, present

Blogger, pending Board approval

Post monthly posts on The Northern Virginia Review blog;

Expand the online presence of TNVR by interviewing local writers, connecting various communities with local artistic happenings, and creatively assist in deepening TNVR's identity.

The Rising Phoenix, present

Co-Organizer

Collaboration with faculty members in the Woodbridge Communications and Theatre programs to sponsor a night of student performance in Spring 2015.

Chancellor's Developmental Education Institute, present

Attended a week long seminar aimed at deep discussion of the reality of developmental education in the VCCS; attend meetings throughout the year to strengthen engagement in developmental education pedagogy; attend the 2015 summer reunion and contribute to the VCCS' strategic vision for developmental educational classes.

JMU-BRCC Transfer Alignment Grant, present

Partnered with JMU partner to develop a three-stage writing packet to be distributed to college faculty. Teaching packet guides students through the stages of the writing process, including deep emphasis on research, avoiding plagiarism, and reflection.

VCCS English/ESL Peer Group, present

"OER Panel Discussion," panelist

"Reflections from the 2014 Master Teacher Seminar," presenter

NeMLA CV Clinic, 2014, 2015

Logistical Assistant

Organize professional mentorship opportunity between tenured faculty and graduate students at the annual NeMLA convention;

Complete logistical arrangements including recruiting faculty mentors, distribution of CVs, and creative solve last minute complications.

2014 Virginia Master Teacher Seminar

Participated in a week long exchange of ideas, teaching strategies, innovations, and philosophy with educators across disciplines from the VCCS

Virginia Chancellor's Open Educational Resources (OER) Adoption Grant,
2013-present
Participant in Phase I and II of grant;
Received grant to develop a textbook-free course for College Composition. Developed
curriculum based on OER resources (Open Electronic Resources);
Worked with a VCCS wide English team to collate OER resources for ENG 111, 112,
and ENF classes

Institutional Responsibility

Adjunct Evaluation Committee, present
Committee member of the Woodbridge Adjunct Evaluation Committee; review and rank
adjunct portfolios; attend committee meetings to develop plans to support quality adjunct
instruction; serve as mentor to adjuncts as part of the newly established peer mentor
groups

Service

Attended and presented at English/ESL Peer Group (2014); Participant in Chancellor's
OER Adoption Grant, phases I and II; Member of Chancellor's Developmental
Educational Institute (2014-2015); and in discussion to be blogger for The Northern
Virginia Review (pending TNVR board approval); attend college functions including
student production of *Dracula* (Fall 2014) and SGA Coffee House Open Mic (11/19/14)