

**MONMOUTH UNIVERSITY  
OFFICE OF THE PROVOST**

REPORT OF CLASSROOM OBSERVATION OF FACULTY

Procedures:

1. The instructor should arrange for classroom observation of at least two classes by at least two faculty colleagues. (At a minimum, one faculty colleague will observe one class and a second faculty colleague will observe a second class in the same course or in a different course).
2. The observers must be mutually agreeable to the faculty member, the chair, and the school dean. Therefore, the faculty member must receive approval of the observers from the chair and the school dean using the "Selection of Peer Observers of Faculty" form. (See attached.)
3. Prior to the classroom observation, the instructor shall provide the observer with a course syllabus and explain to the observer the instructional goals and methods of accomplishing them for the class that is to be observed.
4. During or after the observation the observer should assess each of the areas listed below.
5. Within one week after the observation, the observer shall meet with the instructor to discuss observations and conclusions.

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\*\*\*\*\* TO BE COMPLETED BY OBSERVER \*\*\*\*\*

Instructor: Courtney Wright-Werner Date of Observation: 3/19/18

Observer: Nancy Mezey Length of Observation: 80 minutes

Course: EN 102:H1 - College Composition II Honors Research and Research in Our Communities

I. COURSE ORGANIZATION AND PLANNING

Observer Assessment: Dr. Wright-Werner ran an interactive and engaging class, including an in-depth discussion of why annotated bibliographies are important and useful, and how to organize/write them. She used a variety of teaching techniques and aids that kept the class moving seamlessly through short lectures, questions and discussion, and a small group activity. Dr. Wright-Werner successfully encouraged student participation so that students were active participants in the course materials.

Preparation for class: Dr. Wright-Werner was very prepared for class. In advance of the class, she emailed me the syllabus, updated course schedule, assignment sheet, lesson

plans, and the in-class activity.

Use of time: Dr. Wright-Werner started class on time. She started by asking students to sit by their pre-arranged groups. She then discussed some logistics for the students' upcoming projects and events. She also made time in the class to ask students how they were feeling about their overall first year and the end of the spring semester. Dr. Wright-Werner spent the main focus of the class on annotated bibliographies. During the last 35 minutes of class, students participated in a small group activity. Dr. Wright-Werner kept careful track of time, ending the class exactly at 2:35, thus using the full 80 minutes of class time.

## II. COMMUNICATION

Clarity: Dr. Wright-Werner was very clear throughout the class. Her syllabus was comprehensive and clear. She spoke in an audible and clear voice. She also clarified points as students asked questions. When students worked in small groups, Dr. Wright-Werner walked over to students to answer individual questions.

Style, manner: Dr. Wright-Werner was very comfortable in the classroom. She made an extra effort to connect with students, making sure they were okay with both the assignments in her class and with the end of their second semester at MU. During the class activity, Dr. Wright-Werner walked around the room, engaged with students, and provided clarification when students asked questions.

Enthusiasm for subject: Dr. Wright-Werner was very enthusiastic during the entire class. She spoke in an enthusiastic tone, moved around the room, wrote on the board, and engaged with students.

Encouragement of critical thinking by students: Dr. Wright-Werner encouraged critical thinking by demonstrating the differences between works cited and annotated bibliographies on the board and on screen, and by having students working in groups to create an annotated bibliography. The purpose was not only to teach students the mechanics of properly citing materials, but also of using scholarly sources to inform their service learning projects. Dr. Wright-Werner also asked students to reflect through a group discussion what some of the concerns and challenges students faced in citations and paraphrasing. In the small group activity, as each student read out loud one of their annotations, the other students took notes to share their critiques and comments. Then they switched roles. This encouraged students to share their work, consider others' works, and accept and offer critiques in a safe and positive way.

Effective use of appropriate teaching techniques and aids: Dr. Wright-Werner used the syllabus, white board, and pre-assigned reading and writing assignments throughout the class. She also used the computer and large screen to demonstrate how to format annotated bibliographies and works cited, as well as a small group activity to get students working on an annotated bibliography.

### III. FACULTY-STUDENT INTERACTION

Nature of student participation: Students participated by taking notes, listening, asking and answering questions, bringing in pre-written assignments, and working in small pre-arranged groups. Students actively and enthusiastically participated in the student activity. Several students also stayed after class to talk with Dr. Wright-Werner about their projects.

Extent of student interest and participation: Students asked and answered questions showing their comfort level with Dr. Wright-Werner. By design and interest, students were very active participants in the small group activity. Students asked a variety of questions about their research and service learning projects, ranging from how to cite different sources to how and when to engage with the IRB.

Sensitivity to student reactions: Dr. Wright-Werner responded to students' questions and reactions in positive ways. She always had a positive response, and often added to the students' responses to ensure clarity. Students responded well to Dr. Wright-Werner's comments and questions. When students expressed concern about the amount of work they had left to do in the last month of the semester, Dr. Wright-Werner reassured and encouraged students. She also told them how proud she was of the work they were doing.

### IV. MAJOR STRENGTHS AND WEAKNESSES

The main strengths of this class were Dr. Wright-Werner's expertise with the materials, enthusiasm, engaging organization of the class, and care for and positive rapport with the students.

### V. RECOMMENDATIONS FOR IMPROVEMENT

Given Dr. Wright-Werner's strengths, I have no recommendations for improvement. Observing the class gave me some great ideas for how to approach teaching the use of annotated bibliographies in my own classes.

\*\*\*\*\* TO BE COMPLETED BY INSTRUCTOR AND OBSERVER \*\*\*\*\*

We certify that we discussed observations and conclusions associated with the referenced visitation.

*Courtney Wright-Werner*  
Instructor's Signature

*March 29, 2018*  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date

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\*\*\*\*\* TO BE COMPLETED BY OBSERVER \*\*\*\*\*

Instructor: Dr. Courtney L. Werner

Date of Observation: 3/26/2018

Course: English 102 H1 Honors

Observer: Dr. Thomas Pearson

Length of Observation: 80 minutes

**I. COURSE ORGANIZATION AND PLANNING**

Accomplishment of objectives indicated in syllabus and in discussion with faculty colleague prior to class observation.

Observer Assessment: Dr. Werner has a meticulously organized, thorough syllabus that clearly lays out the research and writing goals and objectives for students in her class. The syllabus is excellent in defining academic requirements and classroom behavior policies, attendance, plagiarism, and late work submission policies, and in explaining how students will be evaluated in the course. The course schedule on the syllabus and the revised schedule handed out in class after the spring break are detailed and helpful. This course has a service learning component which requires students to work with the Marketing Committee of the Asbury Park Day Committee and Garden State

Equality on a semester project. Each student is also to attend two of the four films in the World Cinema Series. It's an ambitiously conceived course. Dr. Werner is to be commended for providing students with valuable advice on how to communicate professionally with their professors.

Preparation for class: Professor Werner had a well-conceived and detailed lesson plan for this class which followed a week in which snow disrupted the class right after the spring break. Her class, nonetheless, was on schedule. She began the class by checking in with students on the status of their Service Learning Group Projects and reminded them of the value of visiting Asbury Park to complete their 3 outreach activities that are to be the basis of their reflection papers. The class then spent 20 minutes in small group discussions of Alicia Raia-Hawrylak's piece, "The Future of Asbury Park: Gentrification and Youth in a Coastal Community," in which they were to answer questions she passed out in class and which they were to submit individual written answers in class on April 2. She prepared the class to evaluate the arguments and evidence in the Raia-Hawrylak essay for the purpose of writing a Claim-Evidence-Reasoning (CER)-style paragraph. The class had many "moving pieces" to it that she scripted out in advance.

Use of time: As noted above, there was much going on in class in terms of doing in-class activities, precisely timed, that would relate to longer term objectives in the course, specifically, producing high quality video projects that related to the Service Learning aspects of the course and preparing students to be knowledgeable, conscientious researchers and excellent writers. In addition to the time spent on the exercises noted above, Professor Werner, using course readings, had students reflect on their group evaluations of the Raia-Hawrylak essay, and write their drafts of the CER-style paragraph. During the final 10 minutes of class she had students working in their groups to develop a plan and timeline to finish their group projects (working back from the end date).

## II. COMMUNICATION

Clarity: Dr. Werner projects very well—she was clearly heard in this classroom (Room 311 Wilson Hall). This bears mention because the acoustics in Wilson classrooms can be an impediment in engaging students.

Style, manner: Dr. Werner is professional, friendly and accessible in engaging her students. She comes across as being very helpful in wanting to ease student anxieties about their GSL projects and poster presentations. Given the point of this semester when this class was held, students were quite anxious about having the time and knowledge to finish their projects. Dr. Werner encouraged them to "chip away" steadily on their project. She was very encouraging but also expressed confidence in their ability to succeed and push themselves at this point in the semester.

Enthusiasm for subject: Professor Werner functions as an "enthusiastic coach" in teaching good research and writing skills to her students. She relies on the syllabus to provide them with the grounding in the course.

Encouragement of critical thinking by students: This is the heart of this course. The C-E-R-style reflection and the sequential process that Dr. Werner followed provided an excellent means to get students to evaluate the quality of arguments and the evidence that writers use to support them. Much of the class had students doing group work engaged in such critical thinking and then responding to the instructor's questions and comments. I particularly liked how she pushed students to identify the thesis statement in the essay by having them find the "most compelling" piece of evidence as a way to sort out the main argument. She also oriented them how to read academic statements, e.g., "While most studies focus on this, I will focus on that..." in order to help them read between the lines and evaluate a scholar's particular argument. Most of the students seem to follow along.

Effective use of appropriate teaching techniques: This lesson relied on an organized presentation of a lesson plan and on much student group work. The class of 10 was divided into 2 groups of 4 and one group of 2. Professor Werner spent much time circulating among the groups observing their discussions and C-E-R drafts and making suggestions and asking questions.

Effective use of appropriate teaching aids: Professor Werner relied most extensively on handouts and a modified syllabus; there was relatively little high-tech use in this class although the professor's comments and suggestions indicated her complete command in using instructional technology and software to support her courses (and students in this class are doing much of their work in labs, with wiki-type documents).

### III. FACULTY-STUDENT INTERACTION

Nature of student participation: Students were somewhat passive at the start of the class (apparently from the disruption of a missed class the previous week). However, once students got involved in their small group discussions the pace picked up; they were all active in writing their C-E-R draft responses.

Extent of student interest and participation: All students participated in this small class. They came to life in the group work, especially in critiquing the main argument and the sources used by Raia-Hawrylak in her essay and in answering questions posed by the instructor regarding this piece.

Sensitivity to student reactions: As noted above Professor Werner demonstrated her sensitivity to student reactions in two ways. First, it was clear that she was very attuned to the stress levels of students regarding their group video projects. Second, she excelled in getting students to think critically about the conclusions and source methodology that Raia-Hawrylak used in her essay (which is apparently an abstract of a

larger, more scholarly article). For instance, she asked the class how many times the author cited her own work as a source and what did this suggest about the accuracy and bias in her study? She commended the students for what they had discovered in their evaluations and urged them to probe further. She also nicely pointed out the importance of citing a scholar's proper name, especially given that many scholars have compound last names and it is important to remember how people like to be addressed. This is very valuable professional advice for our future researchers and writers.

IV. MAJOR STRENGTHS AND WEAKNESSES: There is much to like about Professor Werner's class and teaching. She projects high academic standards and gently pushes her students to achieve them—this is no small accomplishment as she pushes many of them outside their comfort zones both in their academic habits and through their service learning projects in Asbury Park. She also is impressive in teaching students how to do good research and write well; her analysis of how to read and evaluate sources and arguments is clearly rubbing off on the students (A disclaimer: 7 of the 10 students in this class are also in my HS 102 H1 cluster this semester). She excels as a “hands-on” coach who is comfortable using small groups and out-of-classroom assignments to get students to develop their analytical capabilities and voices of expression. Her teaching is very impressive.

V. RECOMMENDATIONS FOR IMPROVEMENT: As noted above I have taught many of the students in her class in my honors HS 102 course. Thus, I offer a couple of suggestions here as a way to strengthen an already excellent course. First, I think it might good to let students report out their findings as a group and encourage other student groups to offer their “professional” critique; this might get an even wider level of crosstalk in the classroom as well as giving students some practice in offering critiques in a wider setting (beyond the small group setting). Professor Werner may already be using this strategy but I did not observe it in this class lesson. Second, as noted above, there were many exercises and assignments discussed in the class I observed and also a significant student stress level acknowledged by some students. Part of it undoubtedly stemmed from the imminence of the end of the semester and the pressure of completing the final project. However, the volume and variety of assignments, especially with the modified syllabus, may well have been a factor. Perhaps a prioritization of the end-of-semester assignments (and perhaps a modest reduction) would help relieve some of the student anxiety without sacrificing course goals. That said, I believe Professor Werner's students are far better writers now than when they began her course—indeed, a number of them have told me so!

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We certify that we discussed observations and conclusions associated with the

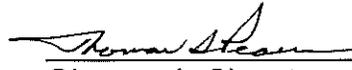
referenced visitation.



Instructor's Signature

5/11/2018

Date



Observer's Signature

4/30/2018

Date



# MONMOUTH UNIVERSITY

Department of English

## REPORT OF CLASSROOM OBSERVATION OF FACULTY

Instructor: Dr. Courtney Werner  
Course: EN550-50

Date of Observation: 4/8/2018  
Observer: Dr. Lisa Vetere  
Length of Observation: 75 min.

### I. COURSE ORGANIZATION & PLANNING:

A review of Dr. Werner's syllabus for EN550, Feminist Literary Theory and Criticism, demonstrates that she is a highly-organized instructor and an effective communicator, with a creative pedagogy and an accessible but professional manner. Her syllabus details her expectations with both clarity and humor. I found her formatting for the course's schedule of assignments particularly useful and, as would be expected of a rhetorician, attentive to audience.

The time in class was as organized as the syllabus. Throughout the seventy-five minutes that I attended of this three-hour graduate seminar, Dr. Werner kept the discussion moving but controlled. She began by reviewing where the class had been and describing where they were going. She then informed them of course business such as recent grade reports and upcoming assignments. Moving onto the course content, Dr. Werner outlined the "plan for today" to direct the conversation, reminding students of the texts to be discussed: *Black Politics* (2005) by Patricia Collins and *Dawn* (1987) by Octavia Butler, a thoughtful pairing of texts, one science fiction and the other theoretical.

### II. COMMUNICATION & FACULTY-STUDENT INTERACTION

Throughout my visit to Dr. Werner's class, I observed her enthusiasm, efficiency, clarity, and interest, perhaps even pleasure in being there. Such qualities have obviously translated to an effective learning experience for the students, several of whom mentioned more than once the way this class has changed the way they see everything, from their own relationships to the films and television they view. Perhaps these students are learning so much because Dr. Werner clearly cares about what they have to say. I noted that she was taking notes on student contributions, demonstrating her respect for them as well as for the subject at hand.

Dr. Werner's classroom management skills are remarkable. While very responsive to speaking students, she is also somehow attentive at the same time to the many students with hands raised, waiting to talk (since so many wanted to join the conversation at once). When students monopolized too much class time or went too far afield, Dr. Werner skillfully redirected their attention back to the novel. On the other hand, she was sure to encourage the "quiet side" of

the room (calling them out as such) who responded quickly to her plea and subsequently became much more involved. This management creates a mature and friendly yet intellectual environment. During the conversation, seven out of eight students contributed in just in one segment. The students listened to each other, built on each other's responses, and obviously engaged in significant peer learning. I was impressed by the quality of the dialogue, as most students referenced page numbers while commenting without being prompted. The few times student did not refer back to the text under consideration, Werner asked for a page number. Clearly, most of these graduate students have learned the importance of close textual scrutiny in an English class. It was also a pleasure to witness students referencing their own writing during the conversation, which reveals the value of Dr. Werner's assignments to course goals and students' ability to see the impact of their own work.

Dr. Werner is encouraging but also authoritative; her responses and contributions to the conversation demonstrated her expertise and enthusiasm. She challenged students on their logic and gently pointed out problematic assumptions, guiding them through the critical thinking process with care and finesse. Dr. Werner asked them to understand but also to question the readings. These challenging moments led to a truly productive conversation, and also, once again, demonstrated the professional yet congenial presence she brings to her classroom.

**III. MAJOR STRENGTHS AND WEAKNESSES:**

As the above observation details, Dr. Werner exhibits significant and strengths, making her an asset to the department, graduate program, and university. She manages both to encourage and to challenge her students nearly simultaneously through her creation of a comfortable learning space.

I noticed no major weaknesses.

**IV. RECOMMENDATIONS FOR IMPROVEMENT**

None.

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\*\*\*\*\* TO BE COMPLETED BY INSTRUCTOR AND OBSERVER \*\*\*\*\*

We certify that we discussed observations and conclusions associated with the referenced visitation.

  
\_\_\_\_\_  
Instructor's Signature

9/25/2018

Date

  
\_\_\_\_\_  
Observer's Signature

9/26/18

Date

MONMOUTH UNIVERSITY  
OFFICE OF THE PROVOST

REPORT OF CLASSROOM OBSERVATION OF FACULTY

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\*\*\*\*\* TO BE COMPLETED BY OBSERVER \*\*\*\*\*

Instructor: Dr. Courtney Werner

Date of Observation: April 6, 2017

Course: EN 491, Seminar ("Gendered  
Language and Rhetoric")

Observer: Dr. Susan Goulding

Length of Observation: 80 minutes

I. COURSE ORGANIZATION AND PLANNING

Accomplishment of objectives indicated in syllabus and in discussion with faculty colleague prior to class observation.

Observer Assessment: Dr. Werner's syllabus is clear and detailed, and sets forth all policies, assignments, and expectations. She shared her class meeting objectives with me prior to the class, and met those expectations successfully. The objectives align with the overall objectives for the course; as the senior seminar, it serves as a capstone for our major, and draws upon the range of coursework students have taken up to this point. It also shifts responsibility for discussion to the students, a key objective Dr. Werner handled particularly well.

Preparation for class: Dr. Werner and her students were all prepared; Dr. Werner does very well in her use of eCampus, as well as in structuring the class session. She clearly spends a great deal of time preparing each session to maximize the time and guide students.

Use of time: The session moved at a good pace, covering substantial material but without feeling rushed. Prior to class Dr. Werner engaged her students in discussion of Scholarship Week. The session began on time with instruction on Analysis 3, for which she had created a template, and for which she used an excellent metaphor (trees are data, and the forest is the thesis—answer to the research question). The bulk of the remainder of the session was a discussion of *Native Tongue*, including a review of plot, and connections to the linguistic and discursive theory that form the foundation of the course. The session ended with her reading of a passage, leading the students back into their own reading and analysis for the next session.

II. COMMUNICATION

Clarity: Dr. Werner speaks clearly and articulately, using terminology effectively.

Style, manner: Her style and manner are approachable and encouraging while still authoritative. She is professional, and is teaching her students how to be members of the profession as well.

Enthusiasm for subject: Her enthusiasm for the subject is so clear, that at one point during the session, a student commented very positively on it. This enthusiasm is important for the students in this class, being asked to engage in difficult theory and analysis; many of them are going to become teachers, and need to see that intellectual engagement is itself a pleasure.

Encouragement of critical thinking by students: Dr. Werner presses her students for examples and analysis; she punctuates their comments with questions, and to pause to emphasize key points.

Effective use of appropriate teaching techniques: Most of the session was discussion, which is perfectly appropriate for a seminar, and which was very effective. The session also drew on earlier group work, demonstrating a range of pedagogical methods.

Effective use of appropriate teaching aids: Dr. Werner uses aids very effectively, employing both the LCD (not only for the template and eCampus, but to show students how to insert a picture into their document) and the board. She writes notes and student comments on the board; this nicely focuses their attention, and models note-taking methods.

### III. FACULTY-STUDENT INTERACTION

Nature of student participation: Students participated in discussion with comments and questions.

Extent of student interest and participation: All students were interested and engaged throughout the session. Some participated more than others, which often happens; a couple were very quiet (but I gather from the group work that they participated in that previously). Student participation for this class extends beyond the classroom into the Scholarship Week sessions.

Sensitivity to student reactions: Dr. Werner is very sensitive to student reactions. She maintained eye contact throughout the session, and offered appreciative comments (she was "so impressed" by their work for Scholarship Week, and nodded encouragement as students worked through responses, for example). Students know they need to work hard in this class, but they also know they have her leading them and there for them to work with.

- IV. MAJOR STRENGTHS AND WEAKNESSES: Dr. Werner's major strengths are her knowledge of her field, her ability to organize and present difficult material through a range of modes, her enthusiasm for her subject, and her concern for her students' progress. No major weaknesses noted.
- V. RECOMMENDATIONS FOR IMPROVEMENT: No recommendations at this time. This point is out of the instructor's control, but this class should be conducted in a seminar room. The 3<sup>rd</sup>-floor Wilson Hall classroom places an extra burden on the instructor to create a seminar atmosphere (Dr. Werner did very well in this), and there was substantial noise from an event downstairs.

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\*\*\*\*\* TO BE COMPLETED BY INSTRUCTOR AND OBSERVER \*\*\*\*\*

We certify that we discussed observations and conclusions associated with the referenced visitation.

Courtney Werner

Instructor's Signature

May 1<sup>st</sup> 2017

Date

Susan Ardley

Observer's Signature

5/1/17

Date

REPORT OF CLASSROOM OBSERVATION OF FACULTY

Instructor: Dr. Courtney Werner  
Course: Writing New Media (EN 475)  
Observer: Dr. Heide Estes

Date of Observation: March 23, 2016  
Length of Observation: 80 minutes

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**Course organization and planning**

Dr. Werner's syllabus for the course is well planned and organized and does a good job of combining rhetorical analysis of "multimodal" web writing (combining text, visuals, and audio/video clips with hyperlinked rather than linear reading modes) with a writing-intensive environment in which students produce a range of written documents to be published on line. The course textbook, *Multimodal Composition: A Critical Sourcebook* provides a range of commentaries on theory and practice of composition designed for web publication.

**Observer Assessment**

The class was well organized and well run. Dr. Werner was extremely well prepared in terms of the course meeting and its context within the semester's work as a whole and in terms of responding to specific student needs and concerns arising out of recent work.

Preparation for Class:

Dr. Werner had assigned several short readings to have been completed before the class meeting, and students were to have uploaded a document to work on during the class meeting, a proposal for a website project in progress. She had prepared a lesson plan with specific activities and the planned amounts of time specified.

Use of Time:

Dr. Werner was in the classroom well before class time and chatted with students as they arrived, demonstrating familiarity and rapport. She began the class with a series of announcements about current and upcoming work.

She then moved to discussion of the proposals that students were supposed to have submitted. Students were confused by the assignment, and Dr. Werner acknowledged this and spent the beginning of class answering questions received by email as well as additional questions raised in class. Students had submitted a proposal before class, but she

gave them the opportunity to revise in response to the class discussion and resubmit by the end of the week. She opened up documents in eCampus giving instructions on the project, expanding and explaining but also showing students exactly where on eCampus to find the relevant information.

The project in question is for students to design a web site containing links, visuals, and at least four different pages, on either an existing product or an imagined project. One student, for instance, wants Monmouth University to create a campus bikeshare program and is planning a web site to raise awareness and interest, but other students will create web sites to persuade their friends to use products they are fans of. Dr. Werner encouraged students to examine websites they frequent for ideas about contents as well as format and ways of linking among different parts of the site. In addition to embedding links within the site, students are required to dropbox a Works Cited list in MLA style. Dr. Werner was positive and reassuring in responding to the students' questions and their concerns were much allayed by the discussion.

Dr. Werner then reviewed three essays the students were to read for class. She began by asking them to open (and name and save) a new word document in which to write down the key points from each of the essays. After giving the assignments orally and encouraging them to begin work, she wrote the guidelines on the board so they had something to refer to. While the students were working, she moved around to room, taking questions, making sure they stayed on task, comment on work in progress, and checking in with students who hadn't participated in the discussion.

After about ten minutes, she reviewed these, writing down key points on the board. As students identified major areas, she pushed for definitions and further information, encouraging a more careful representation of the contents; she also summarized points the students didn't raise, without reference to notes, having clearly read the pieces extremely carefully herself. She made, and encouraged the students to make, connections between the theoretical background readings and the practical work they were undertaking in designing their own web sites.

Because of the length of time spent on reviewing student questions and concerns about the web design project, an appropriate choice given the amount of student confusion about the project, there was no time to complete another planned in-class activity connecting the theoretical readings to the practical project, so Dr. Werner asked them to upload the document and fill it in for homework, submitting to dropbox by the end of the day.

## **Communication**

Clarity, Style, Manner:

Dr. Werner speaks with clarity, in a voice that carries well to the back of the classroom over the blowers in the ceiling and the clacking of keyboards. Her pace is good, with variations in speed that help with comprehension. She makes good eye contact around the whole classroom, moving around the front of the room to point to the eCampus page and to write on the white board to clarify points about document organization.

#### Enthusiasm for Subject:

Infectious. Dr. Werner's interest in the project is obvious and students are engaged with specific details as well as the overall goals and arc of the project. Her expertise about composing for new media is clear in her ability to connect course readings to larger questions and areas of research in progress.

#### Encouragement of Critical Thinking:

Students have clearly read the material, and Dr. Werner got them to identify the main point of each of three class readings, asking "what does that mean" to encourage further development and clarification of main ideas. In discussion as well as in a brief project to be completed for homework, she pushed students to connect theory of writing for new media and practical choices about their own projects. For example, she asked them to think about using templates for web design, and what rhetorical effects different templates could have in the presentation and organization of information.

#### Effective Use of Appropriate Teaching Techniques:

Dr. Werner effectively integrated lecture, class discussion, and individual in-class work into a class meeting that moved at a good pace through an impressive amount of material, all the while maintaining a calm but energized and authoritative yet approachable demeanor.

Dr. Werner lectures briefly, then takes questions on a project in process. She has students work on an in-class written project which will be submitted to dropbox after they have completed it; they are permitted to work together and she encourages them to do so, though mostly they work on their own. She circulates through the room to ask students how they are doing and answer specific questions. She gives students a minute to wrap up. She sees that most of them have been writing about one of the readings, and asks them to focus for a minute on the other two. She then brings the class together into a discussion among the whole group of the readings for the class, writing helpful notes on the board, well organized, written in clear handwriting and using graphic elements – underlining and circling key words, using arrows to make connections.

#### Effective Use of Appropriate Teaching Aids:

Dr. Werner uses the white board and eCampus materials to good effect. She has substantial information posted to eCampus and navigates to it in class to make sure her students can see how to find it. She points to written information, instructions as well as detailed examples, while explaining points orally, and the materials are available for students to access again at home if they need it. She requires students to take notes while she is reviewing the day's readings and submit them to eCampus, making sure that they take good notes, and allowing them to further integrate the readings. She uses the white board to write down key points, writing impressively neatly and fast, and circling key points and using arrows to make connections.

### **Faculty-Student Interaction**

Dr. Werner knows all of the students names and their projects in progress, and responds with an excellent combination of specifics and more general comments. When a student raises a hand in the middle of her train of thought, she acknowledges the question, puts it on hold while she finishes her thought, and then takes the question. She is unfailingly positive and professional in interactions with students, yet thorough in pushing for definition or clarification if they have proposed vague ideas.

### **Nature and Extent of Student Interest and Participation:**

Everyone has a computer on in front of them, most of them have the screen open to the eCampus page Dr. Werner is commenting on, or to their own project in progress. Many of the students ask questions or volunteer information during the review of the readings. All work on the in-class projects.

### **Sensitivity to Student Reactions:**

Dr. Werner engages constructively with students, answering questions positively and addressing confusion with encouragement and empathy.

### **Major Strengths and Weaknesses**

Dr. Werner is an accomplished teacher who has energetic but calm control of the classroom. She knows her subject well and is able to integrate effectively the rhetorical and compositional elements of the course, using readings and meta-readings to encourage students in their work on practical projects.

### **Recommendations for Improvement**

A few (very few!) of the students were off task, looking at other web sites, writing email or working on what looked like a paper for another class. It might be helpful to ask them to leave computers off and laptops closed except when they are needed for a specific in-class

project, or to build in time to circulate to the back of the room earlier in the class meeting. Classroom design could help to mitigate this problem: computers should be set up with screens facing the back and sides of the room and students turning away from them during lecture and class discussion. There were also a few students who did not engage in group discussion, and it might be a good idea to call on them specifically and ask for contributions.

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Courtney Kerner

Instructor's Signature

3-30-2016

Date

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Heidi El

Observer's Signature

3/30/16

Date

MONMOUTH UNIVERSITY  
OFFICE OF THE PROVOST

REPORT OF CLASSROOM OBSERVATION OF FACULTY

Procedures:

1. The instructor should arrange for classroom observation of at least two classes by at least two faculty colleagues. (At a minimum, one faculty colleague will observe one class and a second faculty colleague will observe a second class in the same course or in a different course).
2. The observers must be mutually agreeable to the faculty member, the chair, and the school dean. Therefore, the faculty member must receive approval of the observers from the chair and the school dean using the "Selection of Peer Observers of Faculty" form. (See attached.)
3. Prior to the classroom observation, the instructor shall provide the observer with a course syllabus and explain to the observer the instructional goals and methods of accomplishing them for the class that is to be observed.
4. During or after the observation the observer should assess each of the areas listed below.
5. Within one week after the observation, the observer shall meet with the instructor to discuss observations and conclusions.

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\*\*\*\*\* TO BE COMPLETED BY OBSERVER \*\*\*\*\*

Instructor: Dr. Courtney Werner

Date of Observation: April 12, 2016

Observer: Dr. Kenneth Womack

Length of Observation: 80 minutes

Course: EN 124

I. COURSE ORGANIZATION AND PLANNING

Observer Assessment: Dr. Werner is a highly innovative and professional teacher-scholar. Her College Composition II class is a model of organization and design. As her well-honed course syllabus and supplemental materials demonstrate, she encourages her students to be active and engaged learners at every turn.

Preparation for class: Dr. Werner was well-prepared in terms of the materials under review, providing students with advance information about the day's lessons, while also fully availing herself of technology in order to afford her students with a variety of learning opportunities. In so doing, she establishes a positive and welcoming learning environment.

Use of time: Dr. Werner made astute use of the class period, shrewdly using the beginning of the class to ensure that everyone was on the same page about upcoming assignments and deadlines. She regularly provided her students with opportunities to ask questions and share their perspectives regarding the material under review.

## II. COMMUNICATION

Clarity: Dr. Werner is a clear and engaging speaker, moving comfortably amongst her students and seeking out opportunities to connect with them so that they, in turn, connect with the material under review. Her already highly evolved and professional communication skills are well-supported by her use of supplementary materials.

Style, manner: As noted above, Dr. Werner is both highly professional and equally welcoming in terms of her personality. She knew all of her students by name and was very sensitive to their reactions and expectations throughout the class period.

Enthusiasm for subject: Dr. Werner evinced a considerable degree of enthusiasm for both the material under review and her students' learning outcomes. At regular intervals, she underscored the importance of written communication and the value of knowing your target audience.

Encouragement of critical thinking by students: In order to challenge her students to think critically about evaluation rubrics, Dr. Werner asked them to engage in a group work assignment in order to stimulate their thinking about the subject. In so doing, she challenged her students to grapple with evaluative practices and the ways in which the quality of portfolio activities are measured. In a particularly innovative move, she played ambient music in order to stimulate the groups' forward momentum and intellectual engagement.

Effective use of appropriate teaching techniques: During the course period, Dr. Werner shifted smoothly among different teaching techniques, including lecture, discussion, and group work. She used traditional handouts, while also drawing upon on online course materials.

Effective use of appropriate teaching aids: In each instance, Dr. Werner deployed her teaching techniques and teaching aids with great facility, using them to enhance her pedagogy as opposed to replacing it.

## III. FACULTY-STUDENT INTERACTION

Nature of student participation: Dr. Werner's students were engaged throughout the course period, working diligently during the group-work assignment, while also remaining engaged during the lecture and discussion portions of the class. The comfortable learning environment that Dr. Werner establishes was vital to making these kinds of interactions effective throughout the class period.

Extent of student interest and participation: To a person, Dr. Werner's students seemed to be engaged with the materials under review. When she invited questions and discussion, students felt comfortable sharing their perspectives and asking questions for purposes of clarification and/or greater understanding.

Sensitivity to student reactions: As noted above, Dr. Werner has forged an impressive and professional connection with her students. She was well-attuned to their reactions as the course progressed. Her comfortable and inviting style is particularly valuable in a freshmen college writing environment, where students are still working to find their authorial voices and establish confidence as communicators.

#### IV. MAJOR STRENGTHS AND WEAKNESSES

Dr. Werner has demonstrated herself to be a valuable member of our learning community at Monmouth. She is a gifted professor and an asset to our teaching mission.

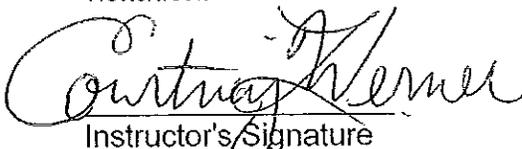
#### V. RECOMMENDATIONS FOR IMPROVEMENT

I did not observe any weaknesses.

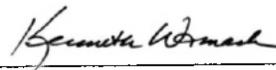
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\*\*\*\*\* TO BE COMPLETED BY INSTRUCTOR AND OBSERVER \*\*\*\*\*

We certify that we discussed observations and conclusions associated with the referenced visitation.

  
\_\_\_\_\_  
Instructor's Signature

4/12/16  
Date

  
\_\_\_\_\_  
Observer's Signature

5/4/16  
Date

**MONMOUTH UNIVERSITY  
OFFICE OF THE PROVOST**

REPORT OF CLASSROOM OBSERVATION OF FACULTY

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\*\*\*\*\* TO BE COMPLETED BY OBSERVER \*\*\*\*\*

Instructor: Dr. Courtney Werner

Date of Observation: October 26, 2015

Course: Language and Linguistics (EN 442)

Observer: Dr. Susan Goulding

Length of Observation: 80 minutes

I. COURSE ORGANIZATION AND PLANNING

Accomplishment of objectives indicated in syllabus and in discussion with faculty colleague prior to class observation.

Observer Assessment: Dr. Werner had an agenda for the class meeting and stuck closely to it. Her course syllabus sets forth clear goals for the course and her work during this session met those goals. This course is an "elective requirement" for EN majors, and many EN/ED majors take the class for credit toward ESL certification. It is a difficult class to teach; unlike many others in the major, it deals more with the structure of language, almost like a science, as well as with sociolinguistics. Students need to learn a vocabulary and then build upon it through the semester. One of Dr. Werner's primary goals in this session—after having been disappointed in this respect in a set of reflection papers—was to lead students to use their linguistics vocabulary more regularly through the course of the particular lesson.

Preparation for class: Dr. Werner provided me with a lesson plan and adhered to it. In addition, she prepared three exercises for the class. A further word about preparation in general: this is a "service" course within the Department, one that rotates among many faculty. It is not Dr. Werner's primary area of research or study, yet she has done excellent work in preparing to teach it in her first semester at MU.

Use of time: The class moved at an excellent pace—quick enough to keep its energy, but with enough time for study and reflection, allowing students to work through difficult linguistic questions. The topic for the day was "lexical categories." Dr. Werner began class with discussion of the mid-term exams and reflection papers, and voiced her disappointment in the latter, but encouraged students to work with her, at one point saying directly, "I want to help you." She also praised their work on the midterms, and expressed appreciation for the work they are putting into the course. She handed out a writing activity related to the assigned reading; students took about seven minutes to complete that, and then there was discussion, during which Dr. Werner amplified and expanded on some of the responses. Students took notes, and handed in their work. She then shifted to use of the LCD to put together a chart on lexical categories. This is an

important exercise, done collaboratively and with a good visual; students wrote the chart out as it was filled in on the LCD. Examples are key in this course, and she readily asked for examples at each point. The final exercise was to take a short paragraph and identify the lexical categories used in it. During this and the earlier exercise, she walked around the room, checking on students, talking with them about their responses. The class went over the exercise together, and will pick up with it next meeting. Class time overall was effectively used; students had to have done the reading, and the exercises and chart asked them to both recall and apply what they had read.

## II. COMMUNICATION

Clarity: Dr. Werner speaks clearly and directly. All students can hear her, and she is direct in her comments.

Style, manner: She has a professional and in some ways collegial manner; she creates a climate of mutual respect by letting students know she appreciates their hard work. She jokes with them during class, and is approachable. Students did not hesitate to ask questions.

Enthusiasm for subject: Even though this is not her primary area of scholarship, Dr. Werner showed great enthusiasm, both in her preparation and in her approach during class. She works *with* the students but also models enthusiasm about the topic. It is not easy to make "lexical categories" engaging, but she does.

Encouragement of critical thinking by students: The exercises and the questions she asked during class encourage critical thinking. Students are not just writing down notes; they are learning their subject. She also reminds them of why they need to know what they are learning with comments about their own responsibilities as future teachers.

Effective use of appropriate teaching techniques: The session was mostly discussion and the exercises, appropriate to the topic at hand. Students need to put into practice what they are learning in this course.

Effective use of appropriate teaching aids: Dr. Werner used the hard copy handouts and the LCD chart with equal ease. She is at home with computers but recognizes our students' need to learn through multiple means.

## III. FACULTY-STUDENT INTERACTION

Nature of student participation: Students participated in individual work, in discussion, and in the collaborative exercise of putting together the chart.

Extent of student interest and participation: Students were very engaged, eager to provide examples and to ask questions. There were 20 students present; almost all spoke voluntarily at one point. A couple of students in the back were quieter, but I could see they

were engaged, taking notes, and filling out their sheets.

Sensitivity to student reactions: Dr. Werner listens to her students, welcomes questions, and gently redirects when student responses are off the mark. She clearly wants her students to learn, and they seem to know that and to share that goal.

IV. MAJOR STRENGTHS AND WEAKNESSES: Major strengths in this session were her preparation of activities and her use of them as a platform for more discussion. Her in-class presence is also a strength. No major weaknesses noted.

V. RECOMMENDATIONS FOR IMPROVEMENT: None at this time. I did discuss with Dr. Werner a missed opportunity to use the vocabulary from an earlier chapter. There were some limitations due to the room (it is hard to walk among the students, and harder still to configure them into groups), but that is not a reflection on her teaching, just on the classroom itself.

\*\*\*\*\* TO BE COMPLETED BY INSTRUCTOR AND OBSERVER \*\*\*\*\*

We certify that we discussed observations and conclusions associated with the referenced visitation.

Courtney Werner  
Instructor's Signature  
Nov. 2, 2015  
Date

Susan Hagedorn  
Observer's Signature  
Nov. 2, 2015  
Date

Observation of Courtney Werner  
EN101.47  
October 28, 2015  
4:30 – 5:50 p.m.  
Edison Hall 120

Class began with a reminder from Dr. Werner about upcoming homework assignments and formal papers. She then shifted to a discussion of the Burkean Parlor concept with which she emphasized the importance of getting texts to “talk” to one another. She then discussed how to put together a portfolio, which is one of the major documents the students are to compile for their course grade. The discussion was accompanied by a handout that detailed the contents of the portfolio. Currently, the students are working on project #3, a source-augmented paper on multimodal writing assignments. Much of the discussion involved how to submit separate drafts, so was strictly practical advice necessary for establishing the sequence of the process.

She transitioned to an in-class activity: Imagine that you walk into a parlor where Dibble, Bartholomae, Ohmann, Arnheim, and DeVoss are having a conversation. What, for example, might Arnheim say to DeVoss if they were to sit down in a room together. To facilitate this she did an overview of the authors’ major points, an important component for making this activity work. Dr. Werner asked students to recall what the key arguments were and wrote up main premises on the board. Class was sometimes slow to respond, but Dr. Werner countered this by continued probing, sometimes calling on individuals to participate (I might suggest keeping them grounded in specific passages of the text itself, making them responsible for the reading during as well as outside of class). All articles were uploaded to eCampus (there is also a text for the class, *Understanding Rhetoric*, which wasn’t used for this lesson) and students had read and discussed the essays in earlier classes. She spent the most time discussing Arnheim because they had not had an opportunity to talk about it in class yet, and it is a dense article dealing with the function of signs, pictures, and symbols in visual communication.

After this very detailed and useful discussion, she turned again to the in-class activity involving the conversation between these writers, seeking to discover what, exactly, the dialogue might contain. This is to ultimately lead to a thesis statement for project #3. (Discuss placement of thesis in the drafting process). She wants to determine how these authors might agree and/or disagree, what the content of the conversation might be, and what the implications of this dialogue might suggest (a next step for this activity might be to have it completed as group work).

Dr. Werner has an amiable demeanor and seems to be very supportive and encouraging of her students. She circulated as they completed the activity, providing both direction for those who were struggling and praise for those who seemed to understand the objective. This complex activity was difficult for some, but Dr. Werner was properly modeling the “critical conversation” which is a cornerstone of our composition sequence. After about ten-fifteen minutes of this activity, she solicited results from the class, promising to give more detailed feedback after she had a chance to look over them during the weekend. (Interestingly, she played soft classical music on Pandora during this activity, evidently as a way to provide a soothing atmosphere in which to conduct this exercise).

She underscored that this was intended to be a type of draft that is to lead to a thesis statement, again modeling the writing process. She then went over a handout with sample student thesis statements which they critiqued as a class, pointing out, e.g., when a thesis was weak, boring, too broad, or didn't address a specific path of inquiry. She asked them to rewrite some of the theses to make them stronger. General advice included issues of specificity, narrowness of topic, concreteness, and whether the purpose was evaluation, argumentative description, expository, or something else. This discussion went until the end of the period. Dr. Werner repeatedly encouraged students to email her with questions about the day's activities and the upcoming homework, which was to revise their theses based on the day's activities.

Dr. Werner is quite sensitive to class dynamics, and was adept at making sure the pace stayed brisk and students were actively participating. This is a sign of an experienced instructor and an indication of her comfort level in front of the classroom. While I had some minor suggestions (see parentheticals), I detected nothing that I would classify as a weakness; Dr. Werner seems to have control over every aspect of her teaching. That she coordinated this class's lesson so seamlessly shows that she has command over the sometimes complicated logistics of teaching composition. I welcome Dr. Werner as a colleague and hope that she is with us for a long time. She's an asset to the program and the department.

David J. Tietge  
Director of First-Year Composition  
Monmouth University

The signatures below certify that the observer and the instructor have discussed the contents of this observation report and are satisfied with its contents:

Observer \_\_\_\_\_ Date \_\_\_\_\_

Instructor \_\_\_\_\_ Date \_\_\_\_\_

**MONMOUTH UNIVERSITY  
OFFICE OF THE PROVOST**

REPORT OF CLASSROOM OBSERVATION OF FACULTY

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\*\*\*\*\* TO BE COMPLETED BY OBSERVER \*\*\*\*\*

Instructor: Courtney Werner

Date of Observation: 10-1-15

Observer: Nancy Mezey

Length of Observation: 80 minutes

Course: EN 101

I. COURSE ORGANIZATION AND PLANNING

Observer Assessment: Prof. Werner taught an engaging, well-organized, and productive class in which students willingly and enthusiastically participated in the discussion and writing activities.

Preparation for class: Prof. Werner came fully prepared for class. She provided her syllabus, plan for the day, reading materials, and class assignment well in advance of the observation.

Use of time: Arriving early to set up, take attendance, and chat with the students, Prof. Werner started class on time. Prof. Werner adeptly used the entire 80 minutes of class

time to move through lecture, discussion, and small group in-class work.

## II. COMMUNICATION

Clarity: Prof. Werner was very clear in her presentation. She spoke clearly and at a comfortable audible level. For additional clarity, Prof. Werner used eCampus to pull up the readings and assignments, as well as the white board to highlight pertinent information.

Style, manner: Prof. Werner had a friendly and approachable manner in which she conversed with students both about their academic and non-academic interests. She encouraged students to participate through class activities. She also called students by name, showing an interest in and familiarity with her students.

Enthusiasm for subject: Prof. Werner was very enthusiastic. She used humor and an animated voice to encourage students to participate and also keep students paying attention to the materials.

Encouragement of critical thinking by students: Prof. Werner encouraged critically thinking in multiple ways throughout the class. For example, focusing on different rhetorical strategies, she asked students to explain what “analysis” is, encouraging students to consider the meaning and importance of a commonly used term. She also asked students to draw from the readings to define terms and consider different ways to analyze readings. Prof. Werner asked students to consider what kinds of writing identities they have at this moment. The most extensive critical thinking occurred when students had to wade through a reading, apply rhetorical strategies, and draw on facts and evidence in the reading through an in-class writing assignment. The reading assignment Prof. Werner used involved complex materials regarding online rape, which she asked students to seriously ponder during the end of class discussion.

Effective use of appropriate teaching techniques and aids: Prof. Werner used eCampus, the whiteboard, handouts, required readings, and lecture/discussion. She also used a small group activity that drew on the required reading. The combination was very effective and kept students focused on the materials that Prof. Werner presented. The end result was that students had to hand in a writing assignment that they completed during class.

## III. FACULTY-STUDENT INTERACTION

Nature and extent of student interest and participation: Students participated enthusiastically and were able to answer both general questions and those more specifically grounded in the readings and course materials. As Prof. Werner made connections to popular culture (e.g., online computer gaming), students clearly enjoyed contributing to class discussions.

Sensitivity to student reactions: Prof. Werner encouraged students to participate and gave positive feedback when they did. She also was able to manage a class full of students who often spoke at once because they were enthusiastic about the course materials. During the class writing activity, Prof. Werner sat with each group individually to help them work through the reading and assignment. When the class regrouped together, Prof. Werner acknowledged some challenges that students were experiencing, and gently but seriously walked the students through some of the difficult passages in the reading.

#### IV. MAJOR STRENGTHS AND WEAKNESSES

Prof. Werner is an enthusiastic, prepared, engaging, professor who uses a variety of learning tools to teach serious writing techniques (connected to serious reading techniques and topics) to help students learn new writing tools and hone existing writing skills.

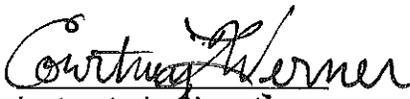
#### V. RECOMMENDATIONS FOR IMPROVEMENT

Given the strengths the Prof. Werner brings to the classroom, I have only one recommendation for improvement. When it became obvious that many of the students had not done the reading for today's class, Prof. Werner stated, "That's okay, but you're going to have to read it more carefully as we are going to work with the reading today in class." Rather than forgiving students so quickly, I encourage Prof. Werner to find ways to impress upon students why reading the required materials in preparation for class is critical to the in-class (and out-of-class) learning process.

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\*\*\*\*\* TO BE COMPLETED BY INSTRUCTOR AND OBSERVER \*\*\*\*\*

We certify that we discussed observations and conclusions associated with the referenced visitation.

  
Instructor's Signature

10-23-2015  
Date

  
Observer's Signature

10/23/15  
Date