

## **UALR First-Year Composition Classroom Observation Feedback**

**Name of teacher being observed:** Stephanie Haley Williams

**Observer:** Gail Richard

**Date of Observation:** February 22, 2016

### **Class Focus and Assignment**

Ms. Williams discussed the concept of an annotated bibliography, demonstrated the parts, and discussed the organization of its contents. She was careful to draw the student's attention to the importance of having reliable sources and directed them to pages in the textbook to use as a reference when completing their assignment. As she explained the assignment, she facilitated class discussion on the topic and encouraged the class to participate and ask questions. Ms. Williams also discussed the reflection that was to accompany the assignment and explained that it should demonstrate how the student achieved WPA Outcomes during the process of completing their assignment.

### **Comments on Student Engagement**

The students were engaged and eagerly participated in the classroom activities. They were at ease as they interacted with Ms. Williams. Each student was called by name as Ms. Williams interacted with the students. When the students were encouraged to discuss the project and ask questions, it was apparent that they were comfortable and that it was not a new activity for them. As they worked, Ms Williams walked around the room, making herself available for additional questions.

### **How Course Content Relates to the WPA OS**

With regard to *Rhetorical Knowledge* and *Critical Thinking, Reading, and Composing*, Ms. Williams gives her students the opportunity to analyze sources then apply that knowledge in the completion of the class assignment. An example of this is when she requires the students the assignment of completing an annotated bibliography by evaluating sources to write an evaluative commentary. Ms. Williams gives students the opportunity to develop the outcomes for *knowledge of Conventions* by providing the opportunity to implement the rules and guidelines that pertain to the assignment. They are able to practice the conventions of mechanics, usage, spelling, and citation practices. Outcomes for *Processes* are also attainable as Ms. Williams gives students the opportunity to peer review their rough drafts and revise before submitting a final copy.

The last portion of the class period is spent discussing the year-end portfolio. Ms. Williams explained how the portfolio should demonstrate the students' growth as a writer and reflect the students' acquisition of the WPA outcomes through the completion of their projects.

### **Final Evaluative Remarks**

Stephanie Haley Williams is an asset to the Rhetoric and Writing Department at UALR. She promotes active student-centered learning and facilitates classroom discussions. Ms. Williams' students are encouraged to develop critical thinking skills as they assimilate class concepts and engage in projects that require application. Her professional style, attention to organization, and demonstration of objectives, motivates the students in her classroom to complete their projects and accomplish the WPA Outcomes for the first-year composition program.