

Tenure Observation for Robin Paine
10/22/2009
English 88 @4:45-6:10 pm, room 514

Thursday's class schedule and Student Learning Objectives (SLO) practiced
(see attached class syllabus):

Categories – warm-up activity, stimulating vocabulary development and critical thinking skills.
SLO: to show growth in the ability to distinguish and identify word meaning; to show growth in the ability to interpret inferences; to analyze and solve problems by linking graphic adjuncts).

Homework check – student accountability for homework assignments.

Review quiz - student closure on work produced, reviewing main idea, patterns of organization, and vocabulary development.

SLO: to show growth in the ability to distinguish and identify word meaning; to locate and analyze both stated or implied main ideas and supportive details; to identify basic types of organization.

Correct homework assignment – students will volunteer answers for vocabulary homework; SQ3R checked with power point presentation (PPT), review test corrected, value judgment words identified.

SLO: to show growth in the ability to distinguish and identify word meaning; to analyze and solve problems by linking graphic adjuncts; to differentiate fact from opinion.

In class assignments – Using the *10 Steps* book in small groups, students will discuss strategies and then read and highlight text on pages 282-283. Groups will identify topic, central point, main ideas, strategy used for outline, and types of text present in passage (PPT used to verify and check learning). This assignment will be completed as a homework assignment. Again using the *10 Steps* book, Fact and Opinion Mastery Test 1 will be completed in class. Student will highlight value judgment words.

SLO: to show growth in the ability to distinguish and identify word meaning; to locate and analyze both stated or implied main ideas and supportive details; to identify basic types of organization; to analyze and solve problems by linking graphic adjuncts; to take notes and/or outline assigned readings; to differentiate fact from opinion.

Checks for understanding – homework assignments, and reading lab assignment reminders will be given.

Tenure Observation for Robin Paine
10/29/2009
English 88 @4:45-6:10 pm, room 514

Thursday's class schedule and Student Learning Objectives (SLO) practiced
(see attached class syllabus and SLO information sheet):

Categories – warm-up activity, stimulating vocabulary development and critical thinking skills.

SLO: to show growth in the ability to distinguish and identify word meaning; to show growth in the ability to interpret inferences; to analyze and solve problems by linking graphic adjuncts).

Homework check – Vocabulary ch.11 and SQ3R checked; MT collected.
(student accountability for homework assignments)

Review quiz - student closure on work produced, reviewing fact and opinion, value judgment words, implied main idea, and pattern of organization.

SLO: to show growth in the ability to distinguish and identify word meaning; to differentiate fact from opinion; to locate and analyze implied main ideas; to identify basic types of organization.

Correct homework assignment – students will volunteer answers for vocabulary homework; SQ3R checked with power point presentation (PPT), review test corrected.

SLO: to show growth in the ability to distinguish and identify word meaning; to analyze and solve problems by linking graphic adjuncts; to show growth in the ability to interpret inference.

In class assignments – Using the *10 Steps* book in small groups, students will discuss strategies and then read and highlight text on pages 327-328. Groups will identify topic, central point, main ideas, strategy used for outline, and types of text present in passage (PPT used to verify and check learning). This assignment will be completed as a homework assignment. Again using the *10 Steps* book, Inference Mastery Test 4 will be completed in class.

SLO: to show growth in the ability to distinguish and identify word meaning; to locate and analyze both stated or implied main ideas and supportive details; to identify basic types of organization; to analyze and solve problems by linking graphic adjuncts; to take notes and/or outline assigned readings; to show growth in the ability to interpret inference.

Checks for understanding – homework assignments,
and reading lab assignment reminders will be given.

IMPERIAL VALLEY COLLEGE
CLASSROOM VISITATION REPORT

Instructor: Robin Paine

Semester: Fall 2010

Years of Teaching Experience at Imperial Valley College: _____

Subject Area: ENG 88

Full-Time Instructor: Yes

Date of Visitation: 10-29-09

Name and Position of Evaluator: Tina Aguirre, Assoc. Dean

Directions: Check the appropriate number for each item evaluated. Leave areas blank when no basis for evaluation has been provided during the classroom visitation. Comments should detail specific items in support of your numerical assignment.

I. Course and Subject Matter Being Taught: ENG 88 Reading II – Intermediate Development

II. Instructional Techniques Being Used: PLEASE CHECK THE APPROPRIATE BOXES

- | | | | |
|--|--|---|---|
| <input checked="" type="checkbox"/> lecture | <input checked="" type="checkbox"/> discussion | <input checked="" type="checkbox"/> audiovisual | <input checked="" type="checkbox"/> individual student assistance |
| <input checked="" type="checkbox"/> group activity | <input type="checkbox"/> laboratory | <input type="checkbox"/> combination | <input type="checkbox"/> other |

Comments: _____

III. Organization for Teaching:

A. Goals

- 1 2 3 4 5
1. Clearly defined goals
 3. Some recognizable goals detected
 5. No apparent goal for the session

Comments: SLO's were defined and correlated to the lesson observed. The goals of the interpreting inference, identifying bias and/or differentiating fact from opinion were linked to home reading assignments and class activities

B. Planning

- 1 2 3 4 5
1. Creative planning
 3. Evidence of some preparation
 5. No evidence of prior preparation

Comments: The instructor was ready to greet students as they arrived to class, graded assignments were distributed as they sat, and a PowerPoint, used to trigger topics and discussions, was on the screen along with additional information on the chalk board. The format was not lecture, rather interaction and discussion which was tied back to the content planned for the class.

C. Organization of Materials

1 2 3 4 5

1. Clearly organized, easy to follow pattern
3. Discernable organizational pattern
5. Rambling and confusing

Comments: Students followed all activities at the steady quick pace set during the review portion of the class. When a new in-class group assignment was presented, students with questions received any necessary clarification.

IV. **Teaching Effectiveness:**A. Subject Matter

1 2 3 4 5

1. Instructor demonstrates a broad knowledge of the field
3. Instructor demonstrates an adequate understanding of the subject
5. Instructor appears to be unprepared in the subject being covered

Comments: Homework retrieval, class activity and assignments flowed smoothly and quickly yet with enough time for participation in all areas

B. Presentation

1 2 3 4 5

1. Clear, enthusiastic, well poised and direct, suitable vocabulary and voice
3. Generally clear and understandable, good vocabulary and voice
5. Inaudible, lacks enthusiasm, relies too heavily upon notes

Comments: Intonation and affect was one of confidence and genuineness giving the classroom a feeling of comfortableness

C. Motivation

1 2 3 4 5

1. The instructor generates a high degree of student interest
3. The instructor generates some student interest
5. The instructor impairs student interest in the subject

Comments: The instructor used reading material that included characters that were culturally congruent to the audience and/or provided some comical insights to generate student interest.

D. Technique 1 2 3 4

1. Selection and use are appropriate to the objectives of the class
3. Selection and use do not detract from accomplishing the class objectives
5. Selection and use detract from accomplishing class objectives

Comments: During the 45 minute observation, a variety of mediums and strategies were used ; e.g. chalkboard, PowerPoint, text reading assignment, review of quiz, review of homework, and vocabulary building with student participation a constant. The pace of the class kept it lively and interesting.

V. **Student Relationship:**A. Student Attention and Involvement 1 2 3 4 5

1. Meaningful and active student involvement
3. Some student involvement evident
5. Little student involvement evident

Comments: Most students were willing to participate throughout the class, from assignment discussions to chapter reviews and group assignment. Individual and group assistance was noted and kept the focus on understanding the topic, central point, inferences, and fact versus opinion.

B. Attitude Toward Students 1 2 3 4 5

1. Seeks ways to be of assistance to students
3. Is helpful to students when called upon
5. Apparent negative attitude toward students

Comments: The class began on time with clear directions for assignment submittal. Identified areas of weakness in a student's homework were noted, but it was quickly added that 'today's lesson' would help clarify a few points and positive recognition was given as appropriate. Students were addressed by name.

C. Student Attitude

1 2 3 4

- 1. Excellent rapport, highly respected, excellent learning environment
- 3. Good rapport, instructor respected, good learning environment created in classroom.
- 5. Poor rapport with students in a classroom situation.

Comments: More than one-half of the students arrived 5 to 10 minutes before the class began and all were quiet. When asked to converse in English prior to and during the class, a brief rationale was given, and the students immediately changed without any discernable difference in the positive class mood.

Summary Comments:

Observing a faculty member that loves their job, is trying to make a difference with the students, and maintains a classroom with a positive atmosphere of learning is an enjoyable experience. This observation was one such experience.

Robin Paine
Instructor

Signature

Date

Evaluator

Signature

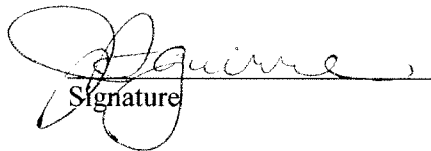
Date

Tenure Review Chair

Signature

Date

Tina Aguirre for Kathy Berry
Vice President for Academic Services


Signature

10-29-09
Date

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English 88: Reading II-Intermediate Development

Fall 2009 Semester Syllabus

Credit Units: 3.5

Instructor: Robin Paine

Office: room 47 *Phone:* 355-6408 *Email:* Robin.Paine@Imperial.edu

Webpage: www.imperial.edu/robin.paine (for course schedule and announcements)

Office Hours: Posted in the English Division Office and on my office door.

Course Description: A course at the upper intermediate reading level designed to refine those skills introduced in Reading 86/87. Additional instruction in higher-level study and reading skills are included.

Student Learning Outcomes

Upon completion of this course, the student will be able:

- To locate and analyze both stated or implied main ideas, and supporting details in multi-paragraph expository text.
- To identify basic types of organization (rhetorical modes) found in expository text.
- To show gains in reading flexibility by varying rates for study reading, average reading and skimming.
- To show growth in the ability to distinguish and identify word meanings appropriate to grade level, to use context clues and word parts (such as prefixes, roots, and suffixes) to define words.
- To write out and explain a workable study schedule.
- To show growth in the ability to interpret inference and identify bias/basic fallacies in college level material.
- To differentiate fact from opinion in multi paragraph expository text.
- To analyze and solve problems by linking graphic adjuncts to text.
- To take notes, outline and summarize assigned readings and lectures.
- To show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program.

Required Texts and Material:

- ⇒ Ten Steps to Advancing College Reading Skills 4th ed. by J. Langan **Unused copy required**
- ⇒ Improving Vocabulary Skills: Short Version 3rd ed. by Sherrie Nist & Carole Mohr **Unused copy required**
- ⇒ Pioneers by Willa Cather
- ⇒ The American Heritage Dictionary, 4th ed. (ISBN 0-440-23701-7)
- ⇒ Access code for the Reading Lab
- ⇒ One three ring binder, lined paper, pencils, erasers, 2 highlighters (1 yellow, 1 pink), sticky notes, and an assignment notebook.

***Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness**

English 86:

1. Locate and analyze both stated and implied subjects and main ideas in paragraphs. ISLO 1 & 2
2. Locate supportive details that support the main idea in an expository paragraph. ISLO 1 & 2
3. Show growth in the ability to distinguish and identify word meanings appropriate to grade level. ISLO 1 & 2
4. Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program. ISLO1,2,3,&4

English 87:

1. Locate and analyze both stated and implied subjects and main ideas in paragraphs. ISLO 1 & 2
2. Locate supportive details that support the main idea in an expository paragraph. ISLO 1 & 2
3. Show growth in the ability to distinguish and identify word meanings appropriate to grade level. ISLO 1 & 2
4. Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program. ISLO1, 2,3,&4

If we choose to separate 86/87 in our program review, we will create new SLO's for 87,

English 88:

1. Show growth in the ability to interpret inference and identify bias in college level material. ISLO 1 & 2
2. Identify basic types of organization (rhetorical modes) found in expository prose. ISLO 1 & 2
3. Show growth in the ability to distinguish and identify word meanings appropriate to grade level. ISLO 1 & 2
4. Differentiate fact from opinion in multi paragraph expository text. ISLO 1 & 2

English 89:

1. Identify basic fallacies (errors in reasoning) in expository writing (essays, articles, editorials). ISLO1, 2, & 4
2. Summarize and describe the elements of plot, theme, setting, tone, mood, and character found in one or more book-length (200 pages minimum) works of prose fiction. ISLO1 & 2
3. Identify and paraphrase main ideas and classify details in college level multi-paragraph articles of short and medium length. ISLO1 & 3
4. Use visuals as secondary source to interpret written material. ISLO1 & 2

English 111:

1. Identify the three main persuasive appeals in selective texts. ISLO1 & 2
2. Show growth in the ability to distinguish and identify word meanings appropriate to the college-transfer level. ISLO1 & 2
3. Identify persuasive techniques in print, visual, and aural media. ISLO2 & 4
4. Identify, analyze, and critique inference and its effects. ISLO1 & 2

Michael Heumann
Faculty Self-Assessment

1. Effect on Students

The effect that I have on students is, I believe, a positive one. As an English instructor at the college level, I am here to teach students the finer points of English reading, writing, and critical thinking, and I think I do these things successfully. I feel confident that students who successfully complete my composition courses are prepared for the next level of composition. I also feel confident that they will approach writing assignments in other disciplines with a degree of comfort and confidence because they learned the necessary skills in my class. Reading and writing are skills that must be learned and practiced in order to be mastered, and so I place a lot of the emphasis on success in my classes on the students themselves. If they work, they will learn; if they learn, they will improve. My focus, then, is to guide that learning and that improvement.

2. Planned efforts for improving professional competency

I have attended a number of conferences on technology, pedagogy, and curriculum development in the past few years. I attended the Fall 2005 League of Innovation Conference in Dallas, Texas, where I learned a number of things about online instruction and web-enhanced teaching of composition and literature. In 2006, I acted as the college representative at the Fall Plenary Session for the Academic Senate for the California Community Colleges in Costa Mesa, where I also co-led a breakout on Accreditation and Distance Education. In Spring 2007, I was again the college's representative for the Plenary in San Francisco, and I co-led two different breakouts of distance education. I also attended the Fall 2007 Plenary in Anaheim, where I helped lead a breakout on recent changes to Title V curriculum. As a member of the 2007-08 ASCCC Curriculum Committee, As a member of the state Academic Senate Curriculum Committee, I co-led a number of breakout sessions at the 2008 Curriculum Institute in Redwood City. In addition to these conferences, I have also helped organize and teach at IVC's Summer Technology Camps from 2005 to the present. I also completed the Etudes 101, Introduction to Etudes-NG, from Foothill College.

3. State the degree to which you successfully completed the planned efforts stated in the previous self-assessment.

N/A

4. College Activities

I am the Distance Education Coordinator for IVC, which means I oversee the distance education program, including training, evaluation, and scheduling. I have held this position since shortly after I arrived at the college in 2005. In addition, I am currently the Vice Chair of College Council and the Academic Senate Secretary. I act as a consultant for both the Technology Council and the Curriculum and Instruction Committee, and I attend both committees' meetings on a regular basis (though my attendance at C&I this semester was minimal because of a schedule conflict). I have participated in hiring committees for classified, certified, and administrative positions. I also have participated in several statewide committees, including the 2006-07 ASCCC Technology Committee, the 2007-08 ASCCC Curriculum Committee, the Etudes Steering Committee, and the @One Advisory Committee. Finally, I developed a new

course, English 226, Introduction to Mythology, which I hope to teach for the first time in Fall 2009.

5. Contribution to the Profession

I have co-authored a book, Write It: A Process Approach to College Essays, which was published by Kendall/Hunt. I also wrote the article, "Accreditation: The Policies on Distance Education," for the December 2006 ASCCC Senate Rostrum. I developed one of the first online courses to be offered at IVC, English 101, and my model for that course has been used by a number of other English faculty members over the past few years. I have also acted as mentor to a number of colleagues in the development of their online courses and in using online/web resources in general. As stated earlier, I hold three additional titles on campus: Distance Education Coordinator, Vice Chair of College Council, and Academic Senate Secretary. Starting next semester, I will have one more title: Co-Chair of the Distance Education Committee.

6. Future Professional Objectives

My future goals include helping to finish the transition of the ACCESO Project from grant-funding to district-funding, thereby fully integrating the distance education program into the college. This process will (hopefully) be completed by September 2009. Beyond that, I hope to continue serving on various committees for the state Academic Senate and possibly serve as IVC's Academic Senate President at some time in the future. I also look forward to teaching English 226 for the first time in Fall 09 (and am well underway with the preparation for this course).