



SUMMARY EVALUATION REPORT

FACULTY MEMBER: Cynthia Ford

ENG 1010 #11426

The purpose of the summary evaluation is to provide a composite profile of faculty member effectiveness in various areas. It is based on the sources of input (including supervisor and students) mutually agreed upon between the faculty member and his or her immediate supervisor.

SUPERVISOR COMMENTS:

On Tuesday, April 7, 2009, I had the opportunity to observe Cynthia Ford's English 1010 class, section 11426, a second eight-week hybrid course. I have to say that I was fortunate to have done so, since I found Ms. Ford's class session to be one of the best that I have ever observed. First of all, Ms. Ford's syllabus was so complete that students would know exactly where they are in the course at all times, what activities would be expected of them in class, and especially how they were expected to participate in the online component of the class. A strong, organized syllabus is clearly essential in a hybrid course so that students avoid the pitfalls of thinking they are really taking a one-day-a-week class. In addition, the class contained a variety of activities, sufficient break time, and most of all, a concerned, approachable, organized instructor.

As the class session began, Ms. Ford announced complemented the group on the quality of their postings on Blackboard about a clip from *V for Vendetta*, a graphic novel adapted to film posted on YouTube that students were to have viewed and commented on, the first of several graphic novels the class would be exposed to. She indicated that she understood that some folks didn't like the segment nearly as much as she had, but she then justified why she had chosen the segment and invited students to watch the entire film although it wasn't required. After this initial commentary, she then instructed students to freewrite for ten minutes, a ritual that they would be practicing in each class. She requested that students stick to the theme for the class: Fear and Conquering Fear. While all this was going on, she also instructed two students who were in class for the first time to go to the TLC and familiarize themselves with the course site, review the postings and the class's replies to one another, and view the clips that were the source of the postings. In all this, I noted how authoritative but approachable Ms. Ford was. The flow of assignments went forth very naturally and contained an interesting array of activities. Next, students broke up into pairs and pieced together paragraphs that had been cut into separate sentences. Ms. Ford even paired me with a student, and I was happy to oblige. When the student and I encountered some difficulty, she reminded us to move from the most general to the most specific sentences, and we then completed the assignment successfully. I left the class session feeling validated, sure that students were learning in a safe, academically stimulating environment, and contemplating the joys of academic freedom. Student evaluations were also mostly very positive.

It has been one of the high points of my career to Cynthia Ford's English class. I conclude that she is a great asset to the English Department at Tri-C West, and her students are very lucky to have her as an instructor.

Day Saem
EVALUATOR SIGNATURE

May 1, 2009
DATE