



The Florida State University
Tallahassee, Florida 32306-1580

Department of English

2/12/16

I observed Ellen Cecil-Lemkin's teaching of ENC 2135 on October 12, 2015. Ellen is a thoughtful and enthusiastic instructor who facilitates a well-structured and challenging classroom environment. Her class activities are closely modeled to achieve the outcomes listed in the ENC 2135 syllabus. On the day I observed Ellen's class, the majority of the lesson centered around strategies for helping students know when to quote, summarize, and paraphrase. Ellen began the class period by reviewing the day's activities. Setting the agenda in this way allowed students to see what the class's outcomes would be. Next, Ellen gave a brief but thorough Prezi presentation on summary, quoting, and paraphrase, and within this presentation, she incorporated an interactive component with practice paraphrase activities, which helped students stay engaged and active, while letting them know they were being held accountable for the information. Her content in the presentation was also well-arranged around issues that pointed beyond mere content for a research paper, and instead helped the students to envision how they might apply these composing practices in different contexts. Ellen encouraged students to move beyond definitional knowledge of these techniques of summary, paraphrase, and quoting, and instead, she helped them think about when these techniques should be applied in specific writing contexts.

I was also impressed with Ellen's handling of group work in the class session I observed. Students worked in groups to practice the writing strategies Ellen had outlined in her presentation. She did a great job providing students with positive reinforcement when they contributed to classroom discussions, and she also handled the students who strayed from the tasks at hand with professionalism. The remainder of class was allotted for students to work individually on their preparatory assignments for the upcoming research paper. This was a beneficial way to wrap up the class period, as it allowed Ellen to work with students one-on-one and encouraged them to ask questions they might not have posed to the group when discussing the content of the lesson. In short, Ellen moved the students through different types of activities – from group work to lecture – that served as an ideal blend for the amount of time allotted. There was never any down time for students to become bored or disengaged, because Ellen kept the class's pace so well-structured.

Ellen creates a dynamic and engaged classroom, and in my discussions with Ellen as her mentor, she has always demonstrated thoughtful attention to her pedagogical practices and her consideration of students. She serves her students and the College Composition Program by embodying excellence and dedication in teaching. As a peer, I've enjoyed working with Ellen, and I see her as a knowledgeable and professional instructor.

Sincerely,
Julianna Edmonds

