
**MANSFIELD UNIVERSITY
OFFICE OF THE DEANS**

PERFORMANCE REVIEW

DATE: 23 November 2015

TO: Mr. Edward Kozaczka

RE: Performance Review Evaluation

CC: Dr. Steve Siconolfi, Provost
Dr. James Guignard, Department Chair
Dr. Andrea Harris, Chair, Departmental Evaluation Committee

This is the Fall 2015 performance review for Mr. Edward Kozaczka, who is a temporary instructor in the Department of English and Modern Languages.

Effective Teaching and Fulfillment of Professional Responsibilities

In Fall 2015, Mr. Kozaczka was assigned to teach one online section of ENG 1115: Introduction to Literature.

The departmental evaluation committee's report and the department chair's report both indicate that Mr. Kozaczka is teaching effectively in the online environment. The departmental committee, for example, begins its evaluation of Mr. Kozaczka by noting that "[a]ll evidence points to the effectiveness and stimulating nature of Prof. Kozaczka's online teaching." In his detailed and highly positive peer observation report, Dr. Holtman states, "I was impressed by the seamless integration of a wealth of material into an easy-to-navigate online course structure with immense visual appeal." The student evaluations of Mr. Kozaczka's class from Spring 2015 are strongly positive as well and thus support the conclusions of the department.

As part of the performance review process, I have reviewed Mr. Kozaczka's syllabus for his Intro to Literature class, and I find that although the syllabus provides a list of "Learning Objectives & Outcomes," the list needs to clearly indicate not only the specific course-level outcomes for this particular class, but also their method of assessment and how those outcomes are aligned with the desired general education outcomes. Given the expectations of the Middle States Commission on Higher Education, Mr. Kozaczka is encouraged to document that he assessed student learning outcomes in his class and used the data from assessment to engage in a continuous process of improvement.

Continuing Scholarly Growth

Mr. Kozaczka is currently working toward completion of his Ph.D. in English at the University of Southern California. He is the editor of the forthcoming edition of Penelope Aubin's eighteenth-century novel, *The Noble Slaves* (expected publication in 2016 by Anthem Press); the author of a review, "Reimagining Defoe," in *Digital Defoe*; and has participated in a roundtable on "Queer Visions" at a meeting of the American Society for Eighteenth-Century Studies in Los Angeles.

Service

Mr. Kozaczka teaches for us online from southern California. In the past, he has served as a mentor for People Around the World Sharing and for the Individual Mentoring Program Assisting College Transition. There is no further information to report in this category at this time.

Summary

The available evidence presented indicates that Mr. Kozaczka is a very effective teacher. I am in agreement with the department's positive assessment of his performance.

Prepared by,

A handwritten signature in black ink, appearing to read "J. M. Ulrich", is written over a faint, light-colored watermark of the Mansfield University logo.

Dr. John M. Ulrich
Interim Dean, College of Arts and Sciences
202B Retan Center
julrich@mansfield.edu

MU.A27

Date Issued: 1981

Date Revised: 1985; 1989; 1999

PERFORMANCE REVIEW FORM

NAME OF FACULTY MEMBER **Edward Kozaczka**

DEPARTMENT **English & Modern Languages**

DATE: **October 30, 2015**

COMPLETED BY:

☒ Faculty Member

Bradley A. Holtman

☐ Department Chairperson

X ☐ Department Evaluation Committee

Andrea Harris, Fanny Arango-Keeth, William Keeth

Please address yourself to the following criteria as they apply to the faculty member named above. Please be as specific as possible, citing evidence where possible. Attach additional sheets if more space is needed. Make reference on this form to any supporting data included.

1. Effective Teaching (indicated by such data as student evaluations, peer evaluations, classroom visitations, and quality of syllabi.)

All evidence points to the effectiveness and stimulating nature of Prof. Kozaczka's online teaching. His peer observer notes that his ENG 1115 Introduction to Literature course "immediately commands attention" by its use of color, paintings and citations from antiquity extolling the beauty of the book. It also includes an explanation that students "will be reading several books with close attention to both language and historical context, to what makes the works playful or ironic, and how the reader interacts with them." The observer further comments that this far-ranging course is laid out in a manner easy to understand, with general information, student learning outcomes, requirements and grading criteria, expectations, and online procedures to be followed clearly explained. There is also a detailed, day-by-day course outline with assignments and extra readings. Taking into account the online environment,

Prof. Kozaczka provides easy-to-follow instructions for assessments and utilizes features of D2L to ensure timeliness of submission and security.

Although it is on the introductory level, the course is demanding but engaging and promotes close reading and critical thinking, both with the wide scope and pairing of texts and with the specific reading and analytical skills taught. Exercises and projects for the course are imaginative and encourage students' best efforts, even calling upon their artistic and other "non-literary" brain processes to approach literature in many different ways. The observer was "impressed by the seamless integration of a wealth of material into an easy-to-navigate online course structure with immense visual appeal."

Furthermore, the online experience that Prof. Kozaczka creates for students, although not the same as live discussion, "seems no less rich" and even offers features (such as the repository of online comments from peers and instructor) that are "not replicable in the live classroom venue." The observer notes that Prof. Kozaczka has refined the online experience into "a course as rich and multifaceted as a face-to-face course can be," steering students into a "multilayered experience."

Student evaluations reveal that course participants agree. Aggregated data from Spring 2015 indicate that values for each question fall in the range of "agree" to "strongly agree," such as meeting course objectives, knowledge of and enthusiasm for subject matter, communication, high expectations, increasing knowledge in subject, and willingness of students to take another course with instructor. Data for the most recently evaluated course, ENG 3313 Composition II, were completely in line with the aggregated results, with 100% of students giving Prof. Kozaczka an overall rating of Good or Very Good. Virtually all individual rating items fell into the Good or Very Good range as well. Ninety percent of these students took the course for General Education credit, which points to Prof. Kozaczka's ability to reach a diverse student audience and stimulate them to produce high-level results.

Students were obviously accustomed to sharing their thoughts in writing in this online course and provided copious spontaneous comments, including suggestions for improvement. Overall, they praise Prof. Kozaczka's availability, the good interactions he stimulates in the online environment, the extensive feedback he provides, his use of a course blog, his open communication, his use of films as supplements to written texts, and his general encouragement and enthusiasm. A selection of the comments [unedited] is given here:

The best thing about this instructor was his availability. I feel that he really cares about his students' success in the course. He made himself available in all ways possible and that is great, especially for an online course.

Detailed feedback on assignments is always constructive. The readings/subject matter is well-rounded. Gives the students solid foundational "rules" to follow, then allows creative freedom within those guidelines. Progress is key.

I have enjoyed this class a great deal! Professor Kozaczka teaches a well-rounded class in my opinion. He has been ever ready to help and has answered every question I sent him. He sincerely cares about the progress of the students.

Overall, this was a very good class. I have already been using what I have learned in this class at my job.

There is no question about the high effectiveness of this instructor, whether in Introduction to Literature or Composition II. His prowess in online instruction is evident.

2. Continuing Scholarly Growth (indicated by such data as development of experimental programs; papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels in regional and national meetings of professional organizations; quality of applications for grants, grant acquisitions; editorships of professional journals; publications record; participation in juried shows; program-related projects; quality of musical or theatrical performances; and participation in one-person or invitational shows.)

As an adjunct instructor, Prof. Kozaczka is not required to demonstrate evidence of scholarly growth. However, he is an active scholar and is set to finish his Ph.D. in spring 2016 with a dissertation entitled *Unknown, Not Unperceived: Sex, Immanence, and Embodiment in British Fiction, 1688-1818*. Furthermore, he is editor of the book *The Noble Slaves* by Penelope Aubin, forthcoming in 2016 from Anthem Press.

Other recent additions to Prof. Kozaczka's impressive repertoire of scholarship include:

Book Review: "Reimagining Defoe." *Digital Defoe* (forthcoming, 2015). Rev. of *Topographies of the Imagination: New Approaches to Daniel Defoe*, Eds. Katherine Ellison, Kit Kincade, Holly Faith Nelson (New York: AMS Press, 2014).

Conference paper: "Queer Visions" (roundtable) 2015 American Society for Eighteenth-Century Studies (Los Angeles, CA)

Prof. Kozaczka maintains memberships in the American Society for Eighteenth-Century Studies; the British Women Writers Association; the Modern Language Association; and the Arab Society of English Language Studies. He has above-average proficiency in Latin and reading ability in French, Italian, and Spanish.

- 3a. Contribution to the University (indicated by such data as quality participation in program, department, college, and university committees; quality of academic

advising; quality of curriculum development; willingness to accept departmental work assignments; and timely execution of work assignment.)

As an adjunct instructor, Prof. Kozaczka is not required to demonstrate evidence of contributions to the university. Moreover, since he lives in California, he is physically unable to participate in on-campus service as an exclusively online instructor for Mansfield University. Nonetheless, he has served the university as a mentor for People Around the World Sharing (PAWS) and for the Individual Mentoring Program Assisting College Transition (IMPACT).

3b. Contribution to the Community (indicated by such data as voluntary membership in professionally oriented, community based organizations reasonably related to the FACULTY MEMBER's discipline; lectures and consultations; and consulting with local and area agencies and organizations.)

As an adjunct instructor, Prof. Kozaczka is not required to demonstrate evidence of contributions to the community. As an online instructor, he is also unable to do so.

SIGNATURES:

_____ FACULTY MEMBER

_____ CHAIR OF COMMITTEE

_____ DATE

*See attached for the Evaluation Committee signature sheet.

MU.A27

Date Issued: 1981

Date Revised: 1985; 1989; 1999

PERFORMANCE REVIEW FORM

NAME OF FACULTY MEMBER Ed Kozaczka

DEPARTMENT English and Modern Languages

DATE: November 15, 2015

COMPLETED BY:

_____ Faculty Member

 X Department Chairperson DR. JAMES GUIGNARD

_____ Department Evaluation Committee

Please address yourself to the following criteria as they apply to the faculty member named above. Please be as specific as possible, citing evidence where possible. Attach additional sheets if more space is needed. Make reference on this form to any supporting data included.

1. Effective Teaching (indicated by such data as student evaluations, peer evaluations, classroom visitations, and quality of syllabi.)

Ed Kozaczka is teaching one section of ENG 1115: Introduction to Literature online. His course is thorough and provides substantial evidence of an easy-to-use plan designed to maximize student learning about and engagement with literature. His directions are clear, and the discussion boards are robust. As the evaluation committee states:

Although it is on the introductory level, the course is demanding but engaging and promotes close reading and critical thinking, both with the wide scope and pairing of texts and with the specific reading and analytical skills taught. Exercises and projects for the course are imaginative and encourage students' best efforts, even calling upon their artistic and other "non-literary" brain processes to approach literature in many different ways. The observer was "impressed by the seamless integration of a wealth of material into an easy-to-navigate online course structure with immense visual appeal."

Taken together, the peer observation and performance review suggest competence, enthusiasm, attention to detail, and willingness to think outside the pedagogical box to help students wrestle the material, and a clear grasp of the subject matter itself. I concur with these assessments.

Professor Kozaczka's evaluations from spring and summer 2015 present a mixed view. In spring, students from his ENG 3313: Composition II (online) rated the quality of course in the good to very good range (22 students responded). They did the same with the overall instructor rating. Students praised him for his availability, willingness to provide them feedback, and providing students room to grow intellectually. In sum, his course evaluation from spring was overwhelmingly positive. In summer, students felt Professor Kozaczka communicated poorly, and they found the Gmail address to be part of the problem (only 6 students completed evaluations).

Professor Kozaczka's syllabus includes course Student Learning Outcomes (SLOs). He needs to connect course SLOs with general education and program SLOs and explain which artifacts are being collected for assessment purposes.

2. Continuing Scholarly Growth (indicated by such data as development of experimental programs; papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels in regional and national meetings of professional organizations; quality of applications for grants, grant acquisitions; editorships of professional journals; publications record; participation in juried shows; program-related projects; quality of musical or theatrical performances; and participation in one-person or invitational shows.)

Professor Kozaczka is an outstanding scholar. He is completing his Ph.D. in spring 2016 at the University of Southern California. His dissertation is called *Unknown, Not Unperceived: Sex, Immanence, and Embodiment in British Fiction, 1688-1818*. He has edited an edition of Penelope Aubin's *The Noble Slaves*, which is forthcoming in 2016 from Anthem Press. He writes book reviews, scholarly articles, and presents regularly at conferences. Even though he is a graduate student, his scholarship often exceeds the output for tenure-track faculty.

3a. Contribution to the University and 3b. Contribution to the Community

Since Professor Kozaczka teaches online from California, it is difficult for him to serve the university and community. However, he has served the university as a mentor for People Around the World Sharing (PAWS) and for the Individual Mentoring Program Assisting College Transition (IMPACT).

As the evidence suggests, Professor Kozaczka is a solid teacher and outstanding scholar who serves our department well.

SIGNATURES:

_____ FACULTY MEMBER _____ DATE
_____ CHAIRPERSON _____ DATE

CLASSROOM OBSERVATION REPORT

Class observed:	ENG 1115-190 <i>Introduction to Literature</i> (online)	Faculty Member:	Edward Kozaczka
Date & time:	October 9-12, 2015	Observation by:	Dr. Bradley Holtman

Prof. Kozaczka's D2L site for this online course immediately commands attention: It is colorful and intriguing with its painting from antiquity. A view of the syllabus takes one even farther down the road of wonderment. There is a citation in Latin to pique students' interest, telling them in Ovid's words that the book is a marvelous thing that can travel anywhere, whereas its exiled author cannot do so. Prof. Kozaczka sets out what is to be for them an adventure during the semester. They will be reading several books with close attention to both language and historical context, to what makes the works playful or ironic, and how the reader interacts with them.

Course information, student learning outcomes, course requirements, grading criteria, expectations, and the online procedures to be followed are clearly explained. Prof. Kozaczka makes it obvious that he welcomes students' suggestions and contacts with him, offering them multiple means for doing so. It is also evident from the syllabus document that this course is to be taken seriously, both in its content and expectations. A detailed, day-by-day course outline with assignments and extra readings follows; it is easy to understand. Instructions for unit exams (quizzes) are clear and utilize features of D2L to ensure timeliness of submission and security.

The readings required are wide-ranging and of great potential interest to students, both *per se* and in their juxtaposition. Prof. Kozaczka provides in the Content tab all texts that are not contained in the textbooks students are supposed to have purchased for the course. He also provides guides for various skills required in reading and analyzing literature: close reading, inspiration, parallelism, genre, *deus ex machina*, the sonnet form, and the Freytag Pyramid. Far from shying away from Greek, Latin, or Hebrew origins of terms, Prof. Kozaczka embraces these etymologies and explains them to students with colorful, imaginatively visual guides. The final offering here includes images of Frankenstein's monster created by students themselves; the range of images show us the diversity with which we all approach a work of literature and create it for ourselves via our variety of personal skills and experience. The final question to them is: What do *your* Frankenstein creations say about their makers?

Other resources offered to students are review questions, symposium guidelines, response paper and final project guidelines (forthcoming), and a glossary of literary terms. Prof. Kozaczka includes clearly labeled dropboxes for reaction papers, as well as a large number of discussion boards called The Symposium in which students post reflections on Thursdays and comments on Fridays. He gives detailed guide questions for each of these boards to steer the online conversation in the way he wishes students to think about each work. Spot checks of student responses revealed a good deal of critical thinking spurred by helpful guidance from the instructor. I found one assignment—which counted for three discussion board assignments—to be particularly imaginative and likely met with great enthusiasm by students. It was a mock trial of the State of Mansfield v. Victor Frankenstein, in which students were assigned to various roles as prosecutors, jurors, etc.

I was impressed by the seamless integration of a wealth of material into an easy-to-navigate online course structure with immense visual appeal. Prof. Kozaczka has set forth an ambitious program for his *Introduction to Literature* students that offers them challenging, varied, and intellectually stimulating readings. Their reaction papers and discussion board interactions cannot reproduce an actual classroom discussion, but the online experience seems no less rich. Indeed, students are always free to review discussions at will, making the online repository of great value to them and not replicable in the live classroom venue. It was evident that Prof. Kozaczka has taken great care and over time honed this online experience into a course as rich and multifaceted as a face-to-face course can be. In addition, he makes excellent use of digitized materials to supplement students' understanding of primary texts and to acquaint them with various genres, terms for discussing literature, and ways to approach a text and analyze it. Prof. Kozaczka is clearly in control and in his element online and manages to guide students into a multilayered experience that not only increases their knowledge of literature, but also prods them to continue their literary explorations after the course ends.

Bradley Holtman

Date

I have read the above observation report from the Department Evaluation Committee and had a chance to consult with them.

Edward Kozaczka

Date

MANSFIELD UNIVERSITY
OFFICE OF THE INTERIM ASSOCIATE DEAN OF THE FACULTY

PERFORMANCE REVIEW

DATE: May 15, 2015
TO: Mr. Edward Kozaczka
RE: Performance Review Evaluation
CC: Interim Provost Roy Stewart
Dr. James Guignard, Department Chair
Dr. Andrea Harris, Chair, Departmental Evaluation Committee

This is the Spring 2015 performance review for Mr. Edward Kozaczka, who is a temporary instructor in the Department of English and Modern Languages.

Effective Teaching and Fulfillment of Professional Responsibilities

In Spring 2015, Mr. Kozaczka was assigned to teach one online section of ENG 3313: Composition II.

The departmental evaluation committee's report indicates that Mr. Kozaczka is an effective teacher, describing him as "a highly skilled instructor" who creates a well-organized online environment, provides meaningful feedback, and maintains a high level of student interaction. Dr. Lint provided an extremely detailed observation report of Mr. Kozaczka's class, assessing it in terms of six standard criteria for successful online courses. His conclusion is that Mr. Kozaczka "is using sound online pedagogical principles and effective technological tools to engage students and improve their writing skills. Without question, his online class is very well designed and executed." The student evaluations of Mr. Kozaczka's class are strongly positive as well.

Our institutional expectations for syllabi are consistent with those articulated by our accrediting body, the Middle States Commission on Higher Education, which has established standards used to evaluate our institution for continued accreditation. Standards 11 and 14 of the *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (rev. 2011), for example, require an accredited institution to demonstrate "clearly articulated statements of expected student learning outcomes . . . at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development that are . . . appropriately integrated with one another" (p. 66). Integration is specified as "clear linkages between the design of specific courses, programs, and learning

activities and the articulated goals of the specific programs of which they are part" (p. 42). The assessment process is expected to "include direct evidence of student learning" (p. 66) and evidence that an institution "uses the results for improvement" (p. iv). Consistent with requirements for accreditation, the University expects course syllabi to reflect learning outcomes appropriately integrated.

As part of the performance review process, therefore, I have reviewed Mr. Kozaczka's syllabus, and I find that although the syllabus lists "learning objectives" and "general education objectives (SLOs)," these are lists that mix together goals, objectives, and outcomes. Instead, the syllabus needs to clearly indicate the specific course-level outcomes for this ENG 3313 class, and then also indicate how those outcomes are aligned with the desired general education outcomes. Given the expectations of Middle States, Mr. Kozaczka is encouraged to document that he assessed student learning outcomes in his class and used the data from assessment to engage in a continuous process of improvement.

Continuing Scholarly Growth

Mr. Kozaczka is currently working toward his Ph.D. in English at the University of Southern California. He is the editor of the forthcoming edition of Penelope Aubin's eighteenth-century novel, *The Noble Slaves* (expected publication in 2016 by Anthem Press), and he has recently participated in meetings of the American Society for Eighteenth-Century Studies in Williamsburg, VA, and Los Angeles. He also presented a paper at the meeting of the Rocky Mountain Modern Language Association in Santa Fe, NM.

Service

Mr. Kozaczka volunteers as a mentor in MU's IMPACT program. There is no further information to report in this category at this time.

Summary

The available evidence presented indicates that Mr. Kozaczka is an effective teacher. I am in agreement with the department's positive assessment of his performance.

Prepared by,

A handwritten signature in black ink, appearing to read "J. M. Ulrich", is written over a faint, light-colored watermark of the Middle Tennessee State University logo.

Dr. John M. Ulrich
Interim Associate Dean of the Faculty

Faculty Observation Report

Observed: Ed Kozaczka
Observer: Brad Lint
Class: ENG 3313
Date: 8 March 2015

Over the course of the last few weeks, I have observed Ed Kozaczka's online course ENG 3313 Composition II. Mr. Kozaczka kindly furnished me with his course syllabus, his blog URL <<http://lostandfound112.blogspot.com>>, and a host of resources, including essay prompts, a portfolio assignment, sample annotated student essays, an extra credit option, and his own original writing handbook. In this report, I analyze the degree to which Mr. Kozaczka meets the major criteria for effective online courses.

- (1) *A detailed syllabus communicates high expectations, accounts for diverse talents and ways of learning, describes essential technical skills, explains methods for electronic communications, and establishes a routine.*
Mr. Kozaczka's syllabus describes the course, delineates learning objectives, and explicitly links SLOs (student learning outcomes) to course assignments. He explains each assessment – class participation (10%), weekly blog (30%), essays (20%), and portfolio (40%) – and spells out detailed policies regarding submission guidelines, deadlines, academic integrity, copyright, student rights and responsibilities, and disabilities. His text choices are diverse, ranging from Jane Austen's *Persuasion* and Arthur Miller's *The Crucible* to Neil Postman's *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* and Mary Roach's *Packing for Mars: The Curious Science of Life in the Void*. His course requirements include not only nine texts and five films, but also specific technical resources and skills: a Google account to use Google Chat, which students must familiarize themselves within the first week, and ability to access, post to, and comment on the course blog. Course routines are also very clear. On the course blog, for example, students are told to respond to prompts by posting 250-300 words by 11:59 pm on Fridays as well as comment on two other posts.
- (2) *The course is highly organized and divided into discrete chunks, modules, and/or structures.*
The overarching theme of this course is "The Journey," and it is divided the course into four units, including Unit 1: The Journey of an Introvert, Unit II Siting Still: the Impact of Social Media, Unit III Space Travel: An Odyssey into the Cosmos, and Unit IV: Incarcerated: Women & Justice. Mr. Kozaczka then presents a day-by-day breakdown of course meetings, assignments, writing topics, and readings. From this syllabus, students will have a very clear sense of how much they will be working each week. The course blog is itself well-organized: there are links to previous posts by month as well as external links to a film analysis checklist, close reading guides, the Oxford English Dictionary, the Purdue OWL MLA style guide, and student resources.
- (3) *The instructor has a visible, regular, and consistent online presence.*
Mr. Kozaczka strongly encourages student-faculty contact from the outset, and he makes sure students know that he is available and accessible to them. In the course syllabus, he writes, "Feel free to send me an instant message through Gmail whenever you see a green dot or camera next to my name in your contacts list." He adds that when responding to early writing, he will often set up Skype conferences to discuss student work. Students' participation grades, moreover, are in part determined by how often they contact the instructor.
- (4) *Students should be actively engaged thinking about content, applying concepts, challenging and defending ideas, reporting information, and assessing their own learning. Self-motivated behavior should predominate.*
This online section of ENG 3313 is a learner-centered course that fosters group dynamics. Students cooperate and engage in active learning to a significant extent. This is nowhere more evident than in the course blog. Mr. Kozaczka informs students that he will not comment on each blog entry because this space is dedicated to student collaboration; this fits well with research on online collaborative spaces, where instructor monitoring and occasional commenting are far more effective than constant involvement. The syllabus encourages students to be expressive and take ownership of content: "In addition to your posts and comments, feel free to post relevant (and appropriate) pictures, videos, links, etc. This is YOUR blog, so have fun with it. Use it to push boundaries (or erase them altogether), pose difficult questions, offer alternative ideas, and/or test possible essay arguments." Students are clearly engaged in the blog and maintain a supportive community atmosphere. So far this semester, there have been 199 posts to the blog: 52 in January, 102 in February, and 45 in March. On March 3, when Mr. Kozaczka asked students to "summarize a chapter from Roach's *Packing for Mars* OR

freewrite on the meaning of the ‘universe,’” students posted a wide variety of perspectives. One student mentioned rethinking his childhood desire to become an astronaut after learning about hygiene in space, and he regularly cited from the text to support his points. Eight students responded, expressing similar childhood hopes, admissions of bathing irregularity, and even a science major’s interest in the bacteria *L. brevis*. In their online interactions, students are obviously at ease with the instructor and each other. The prompts invite student discussion, reflection, questions, and response, and the blog overall demonstrates a balance between core concept learning and customized personal learning. Students are also increasingly enriching content with images and links to YouTube videos.

- (5) *Assignments should offer a variety of large group, small group, an individual work experiences and include synchronous and asynchronous activities. The instructor should provide models as illustrations.*

In addition to blog group work, ENG 3313 essay prompts are very detailed. One essay prompt asks students to choose a fictional character from course readings, refer to blog entries as a form of pre-writing, and then write a thesis-driven analytical essay about the role of the character’s personality in knowledge acquisition. The portfolio prompt synthesizes the semester’s material by having students showcase all their writing skills while analyzing the relationship between individual and social identity. Models of correct English usage abound in this course. One of the course required readings is Trimble’s *Writing with Style*, and Mr. Kozaczka’s own *Composition II Writing Handbook* provides explanations and plentiful examples of arguments; titles, topic sentences, paragraphs, introductions, and conclusions; as well as stylistic concerns such as concision, syntax, and voice.

- (6) *The instructor should give prompt, detailed feedback.*

Mr. Kozaczka offers a wealth of feedback to student writing. On each early essay draft, for example, he offers three types of feedback: using Microsoft’s Track Changes feature, he suggests changes, gives margin comments, and concludes with a few paragraphs of global commentary. In one sample essay, for example, he corrected surface errors, pointed out where citation was lacking, asked questions about links to topic sentences, and recommended ideas for improving the closing. In his summative comments, Mr. Kozaczka began with praise, gave three recommendations for improving the draft, and concluded with goodwill. Such efforts doubtless bolster student safety and security while helping students become more proficient writers.

There are, of course, other criteria for successful online classes. For example, research shows that online instructors should regularly survey student satisfaction, recap highlights of each major module or unit, and plan a good closing and wrap activity for the course. My observation did not extend to all these aspect of the course, but I have already been afforded a much broader view than most in-class observations. Based on my observation, I conclude that Mr. Kozaczka is using sound online pedagogical principles and effective technological tools to engage students and improve their writing skills. Without question, his online class is very well designed and executed.

Observer _____

Observed _____

May 12, 2014

Mr. Edward Kozaczka
762 N. Center Street, Apt. C
Canton, PA 17724

Dear Mr. Kozaczka:

We appreciate your service to Mansfield University as a temporary faculty member during the 2013-2014 academic year. One of our most important priorities is to maintain a high level of instructional quality across all of our courses. We attempt to accomplish this through our hiring and evaluation processes.

The Collective Bargaining Agreement (CBA) between the Association of Pennsylvania State College and University Faculties and the Pennsylvania State System of Higher Education requires that I prepare a review of your performance. The review is based largely on the conclusions of your department colleagues, as the CBA does not permit the dean to make direct observations of your classroom performance. I have examined the reviews prepared by your department colleagues and department chair, syllabi, and all available student evaluations of your courses, except as noted below. This letter is sent to convey my review.

Because the University is concerned with adherence to the positive standards of its accrediting body, I record here a summary of requirements for continued accreditation:

Mansfield University is accredited by the Middle States Commission on Higher Education, which has established standards by which the University is evaluated for continued accreditation. Standards 11 and 14 of the *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation* (rev. 2011) requires an accredited institution to demonstrate "clearly articulated statements of expected student learning outcomes...at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development that are...appropriately integrated with one another..." (p. 66). Integration is specified as "clear linkages between the design of specific courses, programs, and learning activities and the articulated goals of the specific programs of which they are part" (p. 42). The assessment process is expected to "include direct evidence of student learning" (p. 66). Consistent with requirements for accreditation, the University expects course syllabi to reflect learning outcomes appropriately integrated.

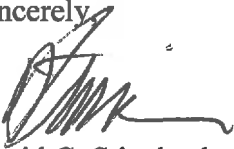
Your online teaching for the English Department has been successful, with high student ratings for demanding classes along with ample means of feedback to and engagement with students. Thank you for playing such a key role in the Department's effort to do its part online. Though

not required of a temporary instructor, your active scholarly life as an editor and presenter undoubtedly helps establish your authority in your classes.

I hope you find this information accurate and helpful.

Again, please know that we appreciate your contributions to Mansfield University and service to our students. If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Stinebeck', with a long horizontal flourish extending to the right.

David C. Stinebeck,
Interim Provost and
Vice President for Academic Affairs

cc: Department Chairperson
Evaluation Committee Chairperson
File

MU.A27

Date Issued: 1981

Date Revised: 1985; 1989; 1999

PERFORMANCE REVIEW FORM

NAME OF FACULTY MEMBER **Edward Kozaczka**

DEPARTMENT English and Modern Languages

DATE: 24 March 2014

COMPLETED BY:

_____ Faculty Member Linda Rashidi & Tom Murphy

_____ Department Chairperson _____

_____ Department Evaluation Committee _____

Please address yourself to the following criteria as they apply to the faculty member named above. Please be as specific as possible, citing evidence where possible. Attach additional sheets if more space is needed. Make reference on this form to any supporting data included.

1. Effective Teaching (indicated by such data as student evaluations, peer evaluations, classroom visitations, and quality of syllabi.)

Professor Edward Kozaczka has taught online courses in ENG 3313 and ENG 1115 over the past year. Peer observations of these online courses show that Professor Kozaczka is both assiduous and skillful in preparing and executing the courses. His syllabi are clear and complete. He has arranged for and manages student interaction, with himself and among students, through a blog, email, and instant messaging. In addition, he has held on-campus review sessions. He has developed his own online handbook to support student writing.

The comments and suggestions observed in the essays reviewed by peer observers were appropriate and helpful. His use of the Track Changes feature of MS Word makes his annotations and comments easy to follow. Professor Kozaczka's face-to-face review session nicely reinforced his personal yet professional approach to teaching. The session was well-planned while allowing for student voices to be heard. He has an engaging manner that is at once knowledgeable and open, clearly relating to undergraduates.

Professor Kozaczka's student evaluations for average Overall Course and Instructor were in the good range; however, the student responses did have a high standard deviation. One student noted that "Kozaczka is the only professor keeping me in Mansfield University. If he goes, I go. He is the most intelligent and helpful person I have met on this campus. He is an excellent professor." There are negative comments about how demanding he was, and positive comments about how demanding he was (Set high expectations was the area he scored the highest in). But other areas also stood out as positive: was responsive to student questions, was available, followed the syllabus. Many students commented on how much they learned: "probably one of the top classes I have taken in my 4 years"; "The instructor gave really good feedback, helping greatly with improving writing skills"; "By far this is the course that I have learned the most and grown the most from."

2. Continuing Scholarly Growth (indicated by such data as development of experimental programs; papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels in regional and national meetings of professional organizations; quality of applications for grants, grant acquisitions; editorships of professional journals; publications record; participation in juried shows; program-related projects; quality of musical or theatrical performances; and participation in one-person or invitational shows.)

As an adjunct faculty member, he is not required to pursue scholarly growth. However, Professor Kozaczka is currently completing his doctoral dissertation for a Ph.D. in English from the University of Southern California. He has edited an edition of *The Noble Slaves*, by Penelope Aubin. (New York: Anthem Press, forthcoming in Spring 2014). In addition, Broadview Press in Ontario has solicited from him a proposal for an edition of *Angelina; Or, L'Amie Inconnue*, by Maria Edgeworth, and that proposal is currently under review. He will speak on "Queer Mediations" as a participant on George Haggerty's roundtable: "Queer Theory in the Eighteenth Century?" at the American Society for Eighteenth-Century Studies Conference at Williamsburg, VA. In addition, he presented "Queer Anarchies" as part of the Women's Studies Lecture Series here at MU on March 11.

Professor Kozaczka is clearly an active scholar.

- 3a. Contribution to the University (indicated by such data as quality participation in program, department, college, and university committees; quality of academic advising; quality of curriculum development; willingness to accept departmental work assignments; and timely execution of work assignment.)

As an adjunct, Professor Kozaczka is not required to do service to the university. Nevertheless, this semester, he has been a mentor in the People Around the World Sharing (PAWS) program at Mansfield University and a mentor as part of the Individual Mentoring Program Assisting College Transition (IMPACT) at MU also.

We are very pleased to have Professor Kozaczka as a colleague, and hope he will be able to teach more courses in the future.

SIGNATURES:

_____ FACULTY MEMBER

_____ CHAIRPERSON OR COMMITTEE MEMBER

Perf MU.A27

Date Issued: 1981

Date Revised: 1985; 1989; 1999

PERFORMANCE REVIEW FORM

NAME OF FACULTY MEMBER Professor Ed Kozaczka

DEPARTMENT English and Modern Languages (English)

DATE: April 18, 2014

COMPLETED BY:

_____ Faculty Member

 X Department Chairperson Dr. Teri Doerksen

_____ Department Evaluation Committee

Please address yourself to the following criteria as they apply to the faculty member named above. Please be as specific as possible, citing evidence where possible. Attach additional sheets if more space is needed. Make reference on this form to any supporting data included.

1. Effective Teaching (indicated by such data as student evaluations, peer evaluations, classroom visitations, and quality of syllabi.)

This review is being conducted in fulfillment of Article 12 of the CBA regarding the evaluation process for temporary faculty members. Professor Ed Kozaczka's departmental performance review, peer observations, syllabi, and student evaluations show that he is an effective teacher and an asset to the department and to the university.

Professor Kozaczka has taught for us since Summer 2013. During Summer 2013 he taught three sections of online ENG 3313 Composition II. During Fall 2013 he taught two sections of ENG 3313 Composition II as a fully online course. In the Spring of 2014 he is teaching three courses, two sections of ENG 3313 Composition II online, and one section of ENG 1115 Introduction to Literature online.

Our CBA requires temporary faculty members to conduct student evaluations each semester that they teach. Professor Kozaczka's student evaluations from Summer 2013 and Fall 2013 provide further evidence that he is an effective teacher. His students rated him in the Good/Agree to Very Good/Strongly Agree categories. Students praised his consistent work to challenge students in the online format. One student said, for example, "By far this is the course that I have learned the most and grown the most from it. Professor Kozaczka is a truly remarkable professor that tries his hardest to challenge students and make them produce their best work. I have him to thank for many things, but especially for experiencing such a great learning opportunity." Others felt that he helped to build loyalty to Mansfield University: "Kozaczka is the only professor keeping me in Mansfield University. If he goes, I go. He is the most intelligent

and helpful person I have met on this campus. He is an excellent professor.” A few students in the fall classes, though not the summer class, critiqued the tone of comments on papers; I have carefully reviewed the tone of his email correspondence and paper comments and found them appropriate. Overall, student comments and evaluations show that Professor Kozaczka is a good teacher who works hard to help his students. The two peer classroom observation reports of Dr. Werlock’s teaching during academic year 2013-4 were positive, and thus consistent with the results of the student evaluations last semester. Dr. Keeth and Dr. Murphy both observed Professor Kozaczka’s ENG 3313 online class. Dr. Keeth’s report emphasizes the lengths that Professor Kozaczka has gone to in order to communicate with his students, noting “the time Mr. Kozaczka spent giving them feedback through Skype, Email, G-chat, phone calls, and texting. Ed cleverly bolstered the D2L framework by outsourcing online student-teacher contact. Students were also happy with Mr. Kozaczka’s choice of online texts and films. Overall, the online atmosphere seemed to be comfortable and conducive to learning.” He concludes: “Overall, the design of this course seems well suited for the online audience. The course is pedagogically grounded and the course materials are focused and well written. Mr. Kozaczka uses the technological environment well and constantly seeks ways of contextualizing and fomenting writing. His students have a good rapport with him and acknowledge their improvement in writing. All-in-all, I can only speak positively of Ed’s teaching and technological aptitude.” Dr. Murphy also reflects positively on Professor Kozaczka’s teaching, saying that his classroom materials are well constructed and easy to understand: “The syllabus for the course is clear and complete. It articulates the learning outcomes and ties artifacts to General Education outcomes. The assessment section of the syllabus explains in a brief paragraph for each component what is expected of students and how they will be evaluated. Seven of its twelve pages are a grid displaying the writing and reading assignments in a clear, easy to understand format. In some cases there are links to online readings. Policies are also clearly explained.” He concludes: “Professor Kozaczka is executing effectively a well-designed online course. He is taking advantage of available technology and sound pedagogical techniques to provide students with a rich online learning environment. Teaching online composition courses is a challenging and time-consuming activity, and we are lucky to have someone of Professor Kozaczka’s ability to take up the challenge.” I observed Professor Kozaczka’s ENG 3313 course this spring, and I was impressed by his ability to engage students on his blog, where the “prompts were both complex and interesting, and asked the students to work carefully with the text in a critical context.” After reviewing his course, I noted that “Professor Kozaczka’s D2L site is clear and his syllabus is thorough, with clearly delineated student learning outcomes that correspond to the general education SLOs. Both D2L and the syllabus offer students the information they need to succeed in the course. Students clearly respond well to the challenging writing assignments that Professor Kozaczka assigns, and their progress as writers is evident.”

The evidence indicates that Professor Kozaczka is an effective teacher of composition and literature.

Continuing Scholarly Growth (indicated by such data as development of experimental programs; papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels in regional and national meetings of professional organizations; quality of applications for grants, grant acquisitions; editorships of professional journals; publications record; participation in juried shows; program-related projects; quality of musical or theatrical performances; and participation in one-person or invitational shows.)

Temporary faculty are not required to demonstrate continuing scholarly growth.

- 3a. Contribution to the University (indicated by such data as quality participation in program, department, college, and university committees; quality of academic advising; quality of curriculum development; willingness to accept departmental work assignments; and timely execution of work assignment.)
- 3b. Contribution to the Community (indicated by such data as voluntary membership in professionally oriented, community based organizations reasonably related to the FACULTY MEMBER's discipline; lectures and consultations; and consulting with local and area agencies and organizations.)

Temporary faculty are not required to demonstrate service to the university or community.

Conclusion:

I conclude that Professor Kozaczka is an effective teacher of composition and literature.

SIGNATURES:

_____ FACULTY MEMBER _____ DATE

_____ DEPARTMENT CHAIR _____ DATE

OBSERVATION REPORT

Professor Edward Kozaczka

Spring 2014

Observed by Dr. Andrea Harris

Professor Edward Kozaczka is teaching three online courses for the English Department this semester: two sections of ENG 3313 Composition/Literature II and one section of ENG 1115 Introduction to Literature. In order to facilitate my evaluation of these courses, he provided me with all of the documents that he has posted for students to use in the courses, and gave me access to the course blog. The syllabi for both courses are clear and complete, with course expectations and Student Learning Outcomes outlined in detail.

Prof. Kozaczka's ENG 3313 uses several platforms to make the course available to students: D2L, Google, a course blog, his professional webpage, and Skype. He uses D2L to post documents such as the syllabus; Google for daily interaction with students; and his webpage to post "Writing Guides" and links to writing websites. The course blog, "The Journey" (which is the current theme for all 3313 courses), serves as a space for writing practice and student interaction. The students are required to write one post a week on prompts posted for each unit. This format allows students the kind of forum that a class discussion provides, but goes one better by requiring writing practice in a lower-stakes assignment. Reading several of these posts on "The Universe" in relation to the text *Packing for Mars: The Curious Science of Life in the Void*, I found that they are a good means of encouraging students to "find their own voice," a goal of Prof. Kozaczka's that arises several times in the material I read. Writing instruction is conducted via a series of documents that are posted on Prof. Kozaczka's webpage. These provide writing guides, MLA style guides, and are a form of writing instruction that supplements and guides the writing of papers.

Prof. Kozaczka makes himself available to students in several ways that go above and beyond the typical "online office hours" during which professors are available via email. For example, he invites students to instant message him whenever they note that he is online. He also conducts conferences with them via Skype. In looking over comments and grades on three sample papers, I see that he takes a great deal of time to evaluate student work. It is apparent that he has put a great deal of thought and effort into the choice of formats for different aspects of the course, which not all online courses provide.

The Introduction to Literature course is organized in a different fashion, suitable for a lower-level General Education course. Here the emphasis is on coverage of material from the three major genres with exams and response papers as the assignments. Again, Prof. Kozaczka exceeded the expectations of student contact in an online course. Before the midterm exam, Prof. Kozaczka voluntarily met with students in a face-to-face review session on campus and used a midterm study guide previously distributed in order to organize the review. His exam requires students to recall literary terms as well as

passages from the reading, as well as to apply methods of literary analysis to a range of texts.

Prof. Kozaczka's courses are extremely well planned and executed. Prof. Kozaczka is a very skilled professor who brings a wealth of knowledge of composition and literature to the classroom. Given the materials that I examined, I am confident that his students benefit greatly from these classes.

Faculty being observed _____ Date _____

Faculty conducting observation _____ Date _____

FACULTY OBSERVATION REPORT

Observed: Edward Kozaczka
Observer: Linda Rashidi

Date: 25 February 2014

I observed Edward Kozaczka's physical on-site review session for his online class ENG 115: Introduction to Literature. It should be noted that this was the first time Professor Kozaczka had met face-to-face with these students (and the first time they had seen each other together in this class). As such Professor Kozaczka began by introducing himself and then having the students introduce themselves. He had already written directions on the board giving details for taking their exam online. These were crisp and clear. Beginning with the caveat that poetry is a hard unit, he asked if there were any questions.

The students had had a long list of poems to read, but Professor Kozaczka handed out a sheet with four poems from that list. This was an excellent way to coach students in how to explicate a poem on an exam. The students were divided into small groups of three (to get everyone to talk), and Professor Kozaczka explained how they would tackle the exercise: 1) 90 seconds for small groups to quickly come up with possible answers; 2) then bring these answers together as a whole.

They began with Adrienne Rich's "Aunt Jennifer's Tigers." Professor Kozaczka took them through a step by step process of: 1) reading the poem out loud; 2) summarizing the poem by stanza; 3) examining the structure by linking comparable lines in stanzas one and two; 4) looking at how stanza three resolved the poem; and 5) coming up with an interpretation of the poem. This method allowed the students to gradually move from surface meaning to a deeper understanding of Rich's poem and how she constructed this through poetic means. At the end, Professor Kozaczka reiterated how they should respond to questions on the exam: examine evidence, come up with an interpretation, and support that interpretation with details as they had just done.

Professor Kozaczka was adept at putting the students at ease. While he maintained his authority, he drew the students into the discussion with encouraging and nonjudgmental coaxing. Even while they were discussing in their triads, he walked about and engaged the separate groups. He accepted each answer as legitimate while nudging them toward a more sophisticated reading of the poem. In this way, each student was fully involved in explicating the poem. As the class progressed, the students became more comfortable with each other and with Professor Kozaczka. The silent "hey, we can read poetry" was palpable; little smiles erupted all over the room. Ed Kozaczka has an engaging manner that is at once knowledgeable and open. He clearly relates to these undergraduate students and their initial struggles with understanding poetry.

Observed: _____

Date: _____

Observer: _____

Date: _____

MU.A27

Date Issued: 1981

Date Revised: 1985; 1989; 1999

PERFORMANCE REVIEW FORM

NAME OF FACULTY MEMBER Edward Kozaczka

DEPARTMENT English and Modern Languages

DATE: November 2013

COMPLETED BY:

☒ Faculty Member Thomas P. Murphy

☐ Department Chairperson _____

☒ Department Evaluation Committee Andrea Harris

William Keeth

Edward Washington

Please address yourself to the following criteria as they apply to the faculty member named above. Please be as specific as possible, citing evidence where possible. Attach additional sheets if more space is needed. Make reference on this form to any supporting data included.

1. Effective Teaching (indicated by such data as student evaluations, peer evaluations, classroom visitations, and quality of syllabi.)

The peer observation of Professpr. Kozaczka's online course shows that he is both assiduous and skillful in preparing and executing the online courses. The syllabus with its description of the required materials, assessment methods, and schedule of reading and writing assignments is clear and complete. He has arranged for and manages student interaction, with himself and among students, through a blog, email, and instant messaging.

He has developed his own online handbook to support student writing; the e-book is full of clear explanations and examples, sometimes even drawn from the course reading. The comments and suggestions I saw in the essays that I reviewed were appropriate and helpful. His use of the Track Changes feature of MS Word makes his annotations and comments easy to follow.

There are no student evaluations available for this semester, but teaching two on-line sections of the same course during the summer, Professor Kozaczka received an overall instructor rating of good tor very good.

2. Continuing Scholarly Growth (indicated by such data as development of experimental programs; papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels in regional and national meetings of professional organizations; quality of applications for

grants, grant acquisitions; editorships of professional journals; publications record; participation in juried shows; program-related projects; quality of musical or theatrical performances; and participation in one-person or invitational shows.)

As an adjunct faculty member, he is not required to pursue scholarly growth. However, Professor Kozaczka is currently completing his doctoral dissertation for a Ph.D. in English from the University of Southern California. He has edited an edition of *The Noble Slaves*, by Penelope Aubin. (New York: Anthem Press, forthcoming in Spring 2014). In addition, Broadview Press in Ontario has solicited from him a proposal for an edition of *Angelina; Or, L'Amie Inconnue*, by Maria Edgeworth, and that proposal is currently under review. He will speak on "Queer Mediations" as a participant on George Haggerty's roundtable: "Queer Theory in the Eighteenth Century?" at the American Society for Eighteenth-Century Studies Conference at Williamsburg, VA, next year.

Professor Kozaczka is clearly an active scholar.

- 3a. Contribution to the University (indicated by such data as quality participation in program, department, college, and university committees; quality of academic advising; quality of curriculum development; willingness to accept departmental work assignments; and timely execution of work assignment.)

As an adjunct, Professor Kozaczka is not evaluated for service to the university. Nevertheless, this semester, he has been a mentor in the People Around the World Sharing (PAWS) program at Mansfield University and a mentor as part of the Individual Mentoring Program Assisting College Transition (IMPACT) at MU also.

The Department considers Prof. Kozaczka to be a valuable colleague and an effective teacher.

SIGNATURES:

_____ FACULTY MEMBER

_____ CHAIRPERSON OR COMMITTEE MEMBER

Peer Evaluation Report

Instructor: Mr. Ed Kozaczka
Observer: William Keeth
Class: ENG-3313-190 Composition II (Online)
Date: Monday, December 9th, 2013

Composition II (Eng 3313) has an official enrollment of 26 students, according to *Webadvisor* and appears to be based on a D2L multi-media framework combined with a Course Blog (thejourney3313.blogspot.com) and series of essays (handed-in and corrected through e-mail).

Although I was not provided with access to the D2L framework and cannot evaluate the online structure and sequence of the course (selection of activities, images, and media, overall web design, organization and delivery methods, degree of feedback, and accommodation to different learning styles), I did have access to the Course Blog and was given copies of the course syllabus, samples of instructor-student feedback, and a substantial chunk of the course's content (*The Writing Handbook* and the extra credit assignment *Winterreise*).

Given the scope of these materials, I can make the following observations:

- (1) Online Audience: After one reads the entries in the Course Blog, it becomes apparent that this class represents a very heterogeneous group of students. While many of them attend other courses at the Mansfield University and live near the campus, others live as far away as Lancaster, PA. And, while some of the students demonstrate little signs of prior online experience, others include links to pages where they have hung videos and other multimedia artifacts. In fact, links from the Course Blog to *Google Circles*, show a range of online presence (between 3 to 14 friends per student). A similar observation can be made in terms of prior writing experience.
- (2) Online Atmosphere: Owing to the fact that the students were asked to evaluate the course in the latest Course Blog entries, much can be said about this course's online atmosphere. While many students admit they had felt different degrees of dread and trepidation before starting the course, they all seem to express satisfaction after taking the course. Many wished they had been able to take the course face-to-face. This was due in large part to the time Mr. Kozaczka spent giving them feedback through Skype, Email, G-chat, phone calls, and texting. Ed cleverly bolstered the D2L framework by outsourcing online student-teacher contact. Students were also happy with Mr. Kozaczka's choice of online texts and films. Overall, the online atmosphere seemed to be comfortable and conducive to learning.
- (3) Learning Goals: Although Mr. Kozaczka has yet to correlate his learning goals to English Program Goals and General Education Goals, his course syllabus clearly outlines and explains student goals. The syllabus includes a detailed list of unit activities and Ed explains the rationale behind his most important learning goal: the measurement of holistic improvement in writing (the student portfolio). I believe the clarity and effectiveness of these goals can be gauged by the consistency of student comments that underscore the need to think before writing, the improvement in

writing that is gained through weekly blog entries, and the need to contextualize reading.

- (4) Course Information and Content: *The Writing Handbook* and the extra credit assignment *Winterreise* that Mr. Kozaczka provided both represent samples of the information he shares with students via the D2L framework. As a sample student assignment, *Winterreise* demonstrates Ed's ability to frame and contextualize readings through the use of film. It also establishes a clear pattern of outlining student tasks in an assignment. *The Writing Handbook*, on the other hand, represents a sample information packet. It is cleverly designed (the accompanying graphics enhance textual exposition) and includes writing samples (the tangible application of the concepts espoused). From what I can observe, Mr. Kozaczka takes his time select, organize, and provide well written and thought-out course materials.
- (5) Academic Integrity: Student feedback in the Course Blog frequently mentions the intense level of reading and writing required by this course. It also commends Mr. Kozaczka's ability to coordinate due dates and assignments in a timely manner. Students are also appreciative of Ed's detailed feedback on their writing. These all speak to the high degree of academic integrity with which he has designed his course. What is more important, the examples of feedback that Mr. Kozaczka provided and the quality of his syllabus attest to this.
- (6) Demonstration of knowledge: As mentioned in observation #4, Mr. Kozaczka shows a superior ability to organize and provide the content materials of this course. And, although I did not have access to the D2L course, student commentary in the Course Blog regarding Mr. Kozaczka's ability to outsource methods of contacting students and his ability to include free web content suggests an equally skillful degree of technological mastery. Thus, it seems evident that Ed demonstrates a command of course knowledge and delivery. Ed may currently be using Word's native ability to mark up a text with comments, but one can easily see him using a more sophisticated method in the future, for instance, a slate computer and pen.

Conclusions:

Overall, the design of this course seems well suited for the online audience. The course is pedagogically grounded and the course materials are focused and well written. Mr. Kozaczka uses the technological environment well and constantly seeks ways of contextualizing and fomenting writing. His students have a good rapport with him and acknowledge their improvement in writing. All-in-all, I can only speak positively of Ed's teaching and technological aptitude.

DATE: 12-9-13

Instructor: _____

Observer: _____

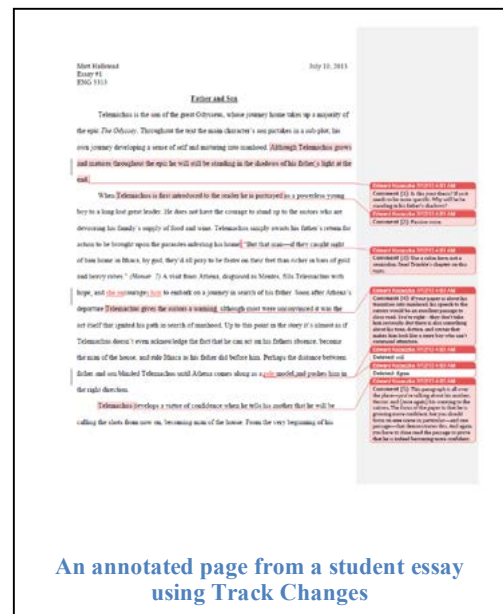
William P. Keck

Observation of Professor Edward J. Kozaczka
ENG 3313 [on line] November 1, 2013

An online class depends heavily on textual interaction between the students and the instructor and among students themselves. The design of the course and the form that the textual interaction take is, therefore, extremely important, and while we are not able to observe an instructor's classroom manner, the design of the web interface, the nature and accessibility of the materials made available, and the voice that the instructor projects in the text are useful proxies for the classroom observation.

The syllabus for the course is clear and complete. It articulates artifacts to General Education outcomes. The assessment is a brief paragraph for each component what is expected of students and how they will be evaluated. Seven of its twelve pages are a grid displaying the writing and reading assignments in a clear, easy to understand format. In some cases there are links to online readings. Policies are also clearly explained. An accessible syllabus is especially crucial in an online course, and Professor Kozaczka's fulfills that role admirably.

Among the texts for the course is *Composition II Handbook*, an online handbook Professor Kozaczka wrote himself. It is full of clear explanations of sentence and structure issues with boxed lists and color-coded aids. The subjects covered in the handbook are directly related to the reading and writing assignments in the course. A .pdf copy of an ebook version of the *Handbook* is emailed to each student at the beginning of the semester, and Professor Kozaczka refers students to its contents both as part of scheduled assignments and while commenting on their essays, using the “Track Changes” feature of Microsoft Word.



Professor Kozaczka uses a blog to create an online space for students to interact; though he uses D2L to post the syllabus, assignments, and grades on D2L, he is not using it for the blog. Blogger, which he is using, does not have all the data tracking that makes life easier for the instructor, but it does create a superior experience for the students because the interface is simpler and cleaner and it is easier for students to access each other's work for replying. Students seem

engaged in the blog—188 substantial posts in response to the readings in September, 169 in October—most with 3 to 5 shorter replies.

He makes himself available through instant messaging and email.

Professor Kozaczka is executing effectively a well-designed online course. He is taking advantage of available technology and sound pedagogical techniques to provide students with a rich online learning environment. Teaching online composition courses is a challenging and time-consuming activity, and we are lucky to have someone of Professor Kozaczka's ability to take up the challenge.

Thomas P. Murphy

Date

Edward J. Kozaczka

Date