

To Whom It May Concern:

In this letter, I reflect on my observation of Kristin LaFollette in her role as an instructor of the course ENG 2070: Intermediate Writing at Bowling Green State University on September 18, 2017. I first summarize the class meeting as it occurred, with a focus on Kristin's actions as the facilitator of the course. I follow this summary with commentary on Kristin's instruction.

### **The Class Session**

Kristin arrived early to her classroom and engaged in light discussion with her students until the start of class. She took attendance quickly and then made a few announcements, including one about an extra credit opportunity for attending a student performance of *The Vagina Monologues* on campus that evening. She answered students' questions about the play, resulting in not a few students declaring their interest in attending.

She then moved quickly onto the course's reading for the day, giving time for individual responses before inviting students to discuss the reading in groups comprised of their nearby colleagues. Kristin had several interesting and challenging discussion questions projected onto the screen for students to engage with. While students discussed the questions, Kristin checked in with each group multiple times, taking the time to help a few students better understand the question or reading content. She would then challenge them to extend their understandings in context of the course and especially their own work. At the end of the group discussion time, Kristin transitioned the group discussions into one large class discussion that thrived for the rest of the class period.

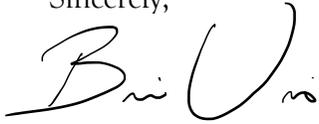
### **Commentary on Kristin's Teaching**

Kristin demonstrates numerous strengths as an instructor. It is clear that her classroom is a comfortable yet challenging environment. Kristin's interactions with her students inhabit a special zone where friendliness and instructional effectiveness overlap, and this skilled positioning helps Kristin to challenge her students and for her students to respond positively to these challenges. This positioning also no doubt assists in her effective classroom management: when one group of students began their work before instructions were completely given, Kristin politely but firmly pointed out that the instructions were not finished. In this matter, she emphasized her concern for her students and their ability to complete their task.

I also appreciate that Kristin designs her class activities to be very interactive, allowing students to integrate new knowledge through their own experiences. Her encouragement to apply concepts from the reading to students' own course projects yielded several results of students who articulated such connections. She also recognized the efforts of students who grew to understand concepts they struggled with: she invited those students to fortify their new understandings by inviting them answer, in the whole-class discussion, those questions which had originally troubled them.

Overall, I find Kristin's teaching methods and results to be excellent. Should you need any additional information regarding this observation or Kristin's nature as an instructor, I would be more than happy to discuss it with you. Please feel encouraged to contact me at the email address in my signature line for any further conversation you may wish.

Sincerely,

A handwritten signature in black ink that reads "Brian Urias". The signature is written in a cursive style with a large, prominent "B" and "U".

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