

Teaching observation report: **Romain Chareyron**
French 620 (Advanced French Composition)
November 1st, 2011 (2066 Wescoe 10 students)

1. Method and effectiveness of presentation of the material

Excellent. Over the course of the class period, M. Chareyron used a variety of materials (which he had provided to me in advance) to engage students in a series of different activities. It was clear just from looking at the material that he had spent a good deal of time preparing for the class and that his overall plan for the organization of the day's activities was very carefully thought out.

2. Organization of the class session

Excellent in all respects. M. Chareyron made good use of every minute of the class period, which he divided in effect into different segments, each lasting fifteen to twenty minutes. After a few minutes initially to cover administrative matters, he began to work with an assignment that students had read (from a contemporary novel, *Le Café de l'Excelsior*, by Philippe Claudel); focusing on key words or expressions, he asked students to explain (clarifying himself, when necessary), and then provide synonyms or antonyms for them.

M. Chareyron then had students exchange with a partner a brief anecdote that they had written before class; each student was to read the other's anecdote and provide a brief critique. Romain passed out an outline of what to evaluate and students went immediately to work. He himself circulated quietly, offering help, when needed. At the end of this segment, he distributed a handout, with useful terms and phrases for constructing an anecdote: transitional expressions, etc. He then told students to revise their own anecdote, as necessary or as they wished, in light of the feedback that they had received, and turn in a new version (along with the original) the following week.

During the final segment, M. Chareyron emphasized the use of *connecteurs logiques* in writing an anecdote. He distributed examples of sentences joined by a *connecteur*, and asked students to indicate if the use was appropriate, and if not, to provide a better choice. It was an interesting exercise that provoked active participation from students, and provided a very good finish to the class period.

Both the tempo of the class period as a whole and the variety of activities used were excellent.

3. Amount and effectiveness of interaction with the students

Excellent. It was apparent from the start that students were both attentive and comfortable in the classroom. Romain saw to it that all students were involved, at one point or another during the period. His own classroom manner is very nice: he is animated in a natural (not overly dramatic or artificial) manner, he looks at all students, he listens attentively to questions or comments, and he responds in an appropriate manner. His classroom French also provides an excellent model: clear enunciation, natural delivery, just the right tempo.

4. Effectiveness of time management for the class session

Excellent (as explained in detail above, in section 2). The class started promptly and finished on time. Romain kept the pace of activities brisk, while providing ample opportunity for students to ask questions, when they wished to do so.

5. Overall impression of teaching performance

Excellent. Romain is clearly an accomplished teacher, thorough in his preparation and dedicated to providing excellent classroom instruction. While relaxed in appearance (which helps put students at ease), he is very professional in everything that he does. The fact that he is a native speaker adds a welcome dimension to our department.

6. Comments on syllabus or other teaching materials provided to the observer

As indicated above, the material that M. Chareyron prepared and used for this class was excellent.

7. Other observations and specific recommendations for improvement

We are very fortunate to have someone as accomplished as Romain available to teach a key course such as this one.

Tom Booker

John T. Booker
Associate Professor

Department of French & Italian
Visits to classes taught by Instructors
Guidelines for written reports

[By John Sweets, Fall 2001, in consultation with Instructors]

In a written report, the faculty member should comment briefly upon the following aspects of the class:

1. Method and effectiveness of presentation of the material.
2. Organization of the class session.
3. Amount and effectiveness of interaction with the students.
4. Effectiveness of time management for the class session.
5. Overall impression of teaching performance.
6. Comments on syllabus or other teaching materials provided to the observer.
7. Other observations and specific recommendations for improvement.

The faculty member completing the report will give it to the Chair, who will place it in the file of the Instructor. The report becomes part of the dossier to be considered each spring, if the Instructor is applying for re-appointment. The Instructor will have access to the report and will be able to add to the dossier written comments in response to the report on the class observation.