

CLASSROOM OBSERVATION #2: Adam Watkins

English 106

Friday, November 2, 2007, 3:30pm-4:20pm

Heavilon 108/**Classroom**

Discussion of research, advocacy, and *Refuge*: 14 students present

Observer: Linda Haynes

Class started on time: 3:30pm

Narrative of Classroom Events

Adam collected papers as the last few students filed in. He made announcements: 1) graded profiles will be handed back next week and 2) next week, students will be responsible for leading class discussions.

Adam then finished up a conversation about research from the previous class. He asked why we should do research. As students came up with reasons, he expanded on their answers (reinforcement).

Adam then began a discussion on advocacy. He wrote on the chalkboard the six different types of advocacy. He used the example of how Purdue students dress up and act nuts for many university events (Breakfast Club = Carnivale). The students were delighted with Adam's topic choice, and they laughed and came alive at the opportunity to discuss something so unexpected in English class. The class then broke down the topic of costuming in terms of the six types of advocacy. By 3:45pm, Adam had involved the entire class, interested them in a topic, and moved them through the steps of researching thoroughly. He nudged them: See how easy this can be?

Next: discussion of *Refuge*. At this point, I tried to keep track of *who* was speaking, not what was being spoken. Two students in the class said nothing at all. One of the silent students was most likely a solid introvert; he was listening intently and nodding many times. It appeared to me that from his perspective, he was participating in the class because he was engaged with what was going on. The other silent student was not listening most of the time. Six students seemed to be the main speakers, and I noticed that except for the one inattentive silent student, everyone seemed interested and involved on some level.

Class ended at 4:20pm.

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