

Classroom Observation Report  
Emily Frazier-Rath  
Observed by: Beverly Weber  
3/16/17  
GRMN 2502, Representing the Holocaust  
17/20 students present

Ms. Frazier-Rath began the course with announcements and a quick review of the upcoming schedule. She then turned to the topic of the day, the film *The People vs Fritz Bauer*. This was the second day spent on the film. Ms. Frazier-Rath began by asking students to provide their results from a quick exercise at the end of the class on Tuesday, during which they had written down one word and one sentence summaries of the film. The students quickly shared their sentences with the person sitting next to them, then volunteered their sentences. Ms. Frazier-Rath noted the common themes in their one word characterizations of the films, as well as the diverging topic which also appeared. She noted as well that they almost universally made reference to the title character and protagonist, and that today's topic would focus on a close analysis of Bauer as a character within the film.

At that point she paused to ask if any of the students had questions before they began. Students posed a number of questions wishing to know more about the laws regulating sexuality during 1950s Germany, as well as any additional background on the figure of Karl; Ms. Frazier-Rath was easily able to answer most of their questions. Because this was such an interest, Ms. Frazier-Rath reversed the order of the teaching plan and instead started with the planned activities on the figure of Karl. In small groups, students considered: What do you make of the figure of Karl? Why include him? What his role in the film? Does this addition do anything for the film? The groups were clearly used to doing groupwork, and all but one student were engaged and interested in the topic from the beginning.

As a large group, the class then watched a well-chosen clip. The students were asked to consider, when watching the clip, the role of sound and visuals in this clip. After the clip, the students were asked to return to their analysis of the figure of Karl to see if they could add anything. She then gave the students additional background on the diegetic music present in the scene, the *Symphonie Pathétique*, and explained the possible allusions this song may make for those who recognize it. She then asked the students to share their analyses, which were quite interesting and nuanced. The students in particular focused on how the introduction of this composite character allowed certain conflicts within the historical character to be better portrayed.

The students were then asked to consider: How do we talk about reality, truth, and fiction in relationship to the film? What are the importance of them to this film? The students again gave excellent responses, suggesting that the film contains a certain truth that does not rely on the minutiae of Bauer's everyday life or that of those surrounding him.

At this point in the class, Ms. Frazier-Rath turned to the figure of Bauer himself, asking students to jot down as many descriptors of the character as they could in two minutes. She then asked the students to consider several questions with the character of Bauer in mind, again alternating between small group work and large group.

Overall, Ms. Frazier-Rath provided a lively classroom. It was clear that the students were accustomed to doing fairly in-depth close analysis of the relevant texts, and then locating that analysis in the larger

historical context of the subject of the film as well as the time of its production. Nearly all students participated in the large group context, and almost every student spoke extensively during the small group work. A few small things could be improved on: at times, it feels there are perhaps a few too many activities packed into the 75 minute classroom. I would suggest that she combine some of the partner/group work sessions to allow less disruption, and also that she spend a short amount of time at the beginning of the class giving a brief lecture on contextual material. However, I am in frequent contact with her about the teaching of this class, and have observed her teaching as well, so I know that such brief lectures generally are incorporated into her classwork.

In conclusion, Ms. Frazier-Rath is to be commended for creating a dynamic and engaging classroom that promotes critical analysis. She is well organized, well prepared, and has a good sense of timing in the classroom as well. This class also demonstrated that she had created an excellent rapport with the students.

## Teaching Observation Report

Emily Frazier-Rath, GPTI

Observed by Beverly Weber, Associate Professor of German Studies and Jewish Studies, GSLL

Course: German 1601, Germany Today

Friday, Oct. 7<sup>th</sup>, 9:00 – 9:50 am

I observed German 1601, Germany Today, on Friday, Oct 7<sup>th</sup>. 16 of the enrolled 20 students were present, which should be recognized as a high number given that this 9 am class took place the day after police shot and killed an “active harmer” on campus; on that day there were also several false reports of active shooters on campus, leading to an understandable drop in attendance on both Thursday and Friday of that week.

The class session I observed suggests that Ms. Frazier-Rath is a gifted, dedicated, well-prepared, well-organized and confident teacher who has already developed a good rapport with the students early in the semester.

As students entered the classroom, they were greeted by Ms. Frazier-Rath as she checked in with students about questions, returned quizzes, and chatted about the text for the day. As she does at the beginning of every class, she had slides showing on the projector that listed the schedule and assignments for the upcoming two weeks. As class began, she briefly reminded the students about the upcoming exam, explained the format, and passed out a thorough review sheet to help students prepare. She also announced upcoming events. Finally, she reminded the students that the next class would be a Wikipedia workshop in which the students would learn to create and revise Wikipedia entries according to research conducted for class.

Today's main topic was a discussion of the novella *Please No Police* by Aras Ören. For this second day of three on the novella, Emily provided a brief introduction to the history of post WWII “guest worker” migration. She introduced her lecture by having students briefly think about what is implied by the term “guest worker”, then collecting ideas on the board in the form of a mind map. Students had used the opportunity to think about how guest workers are portrayed, what kind of labor they engage in, what kind of legal regulations impact their lives, ways in which new communities emerge. She then proceeded with the lecture. Her brief lecture paused at points to have the students make connections to events they had already learned about (postwar labor shortage, the economic miracle, the building of the Berlin wall), as well as to check their comprehension of the reading. She did an excellent job of introducing the salient points: the differing forms of labor migration to East and West Germany, the events which led to Turkey becoming the primary sending country for West German labor migration, the conditions that ended labor recruitment, and where Ören himself was situated in relationship to this process as immigrant, theater worker, and literary author. Students posed a number of questions that Emily answered with ease; she was clearly well prepared for the topic and well-versed in postwar German history. Emily then had students view images of immigrants that appeared in mainstream German news magazines from the 1960s to the 1980s. The students provided an excellent analysis of the image, first in small groups then together with the class, drawing connections between a set of primary historical documents they had read and the images on the screen. Their ease with the task shows that they had already been taught some basic tenets of media and image interpretation.

Students then returned to the text itself in small groups. Emily provided a set of discussion questions clustered around the representations of fear and violence in the text. The students discussed these questions together until the end of the hour, thinking through the various forms of violence, the production of fear of various groups in the text, and the role of surveillance.

The students were surprisingly engaged and active despite the early hour, whether in small groups or in the large group. They also provided remarkably complex interpretations for a 1000 level class so early in the fall semester – noting, for example, the representation of individual vs collectivities in early East and West German documents and images, as well as the later representations of masses rather than individuals in West German representations. Ms. Frazier-Rath has clearly integrated teaching of analytical skills well into the first month of the class, and one notes the results among the students during discussion.

Ms. Frazier-Rath also presents a confident demeanor that also encourages the students in the classroom. When students hesitate, she encourages them to answer. She knows each student by name, and can call on students to respond in the rare event that nobody volunteers. She moved around the room during small group discussion to listen in, and was able to integrate what she heard into the large group discussion as well. She handled the students' frequent questions with confidence and ease. Students were so interested by the material and the discussions that most actually stayed past the end of classtime to continue talking.

After my observation, we discussed a few strategies for Ms. Frazier-Rath's future teaching. In particular, she wished to consult about how to manage the classroom when one or two students try to dominate discussion, but haven't actually carefully read the text. I noted that her frequent use of group work in this smaller class was already one effective strategy – in the small group setting, the students themselves tended to correct the student who was making rather confident assertions, but clearly had not carefully read the text. We also discussed asking all students to point to specific passages in the text to support their claims during class discussion. This is in general a good practice, and in this case, tends to further mitigate problems with this kind of personality in a small classroom.

I should add as well that Ms. Frazier-Rath constantly seeks to improve her teaching. She frequently stops by my office hours to discuss syllabus, assignments, and classroom strategies. She carefully considers her pedagogical goals in designing the syllabus and the daily lesson plans.

Overall, I continue to be impressed by Ms. Frazier-Rath's well-organized teaching, her ability to challenge students to think at a more advanced level in relationship to literary texts and other documents, and her ability to create a high level of engagement in the classroom.

University of Colorado Boulder

I have seen this document and discussed this observation report \_\_\_\_\_

Department of Germanic and Slavic Languages and Literatures  
Classroom Visit Form

<b>Course</b>	GRMN 1010	<b>Date/Day</b>	September 17, 2015
<b>Semester/Year</b>	Fall 2015	<b>Time</b>	11:00-11:50am
<b>Week in Semester</b>	4	<b>Students enrolled</b>	21
<b>Room/Bldg</b>	CHEM 145	<b>Students at start of class</b>	17
<b>GTA OBSERVED</b>	Emily Frazier-Rath	<b>Latecomers</b>	2
<b>OBSERVER</b>	Dr. Berit Jany	<b>Total attending</b>	19

**Overall structure of the class:**

Class started on time: yes

Warm-up: group work -- reviewing household items and indefinite articles

Review Activities: see above

Treatment of new material: great intro to adjectives

Positive end of class: yes, students perform dialogue and receive applause from class

**Lesson plan: (See attached lesson plan with comments)**

Number and variety of activities: more activities could have taken place during class time (class covered about half of the activities on the lesson plan)

Sequencing of activities: mostly in form of review, new grammar aspect was not introduced

Time on task: S were given more time than necessary

Clear goals for activities: yes

Effectiveness of handouts: useful handouts during review activity

**The instructor's:**

Use of German: good, minor pronunciation and morphological errors

Vocabulary level for students: very appropriate, students were able to understand Emily

Communicative spontaneity: good

Level of preparation: well-prepared

Amount/level of grammar talk: little to none, new grammar aspect was not introduced

Error Correction Techniques: great, mostly in form of recast

Use of board and media: good, board for announcements and new vocabulary

Dynamism/enthusiasm: Great, Emily is a dynamic instructor and enthusiastic about teaching.

Overall professional image (behavior, appearance): Emily maintained a professional image throughout the lesson.

**The Students':**

Level of preparation: okay

Willingness to participate: okay

Communicative performance: okay

Discipline/maturity: some less enthusiastic learners in group work but overall no problems here

**Additional Comments/Feedback:**

Emily is a dynamic and funny teacher who truly cares about her students' success to learn the German language. She has a great rapport with her learners and puts much effort into making them understand the meaning of new lexical items. In her lesson, she combined recently introduced lexical items on the topic *Flohmarkt* with a grammar review addressing the concept of indefinite articles. She also provided her students with very useful advice on how to effectively learn German vocabulary and what to consider when working with a dictionary.

Emily predominantly used the target language during class and incorporated paraphrases and gestures for a better understanding. Her error corrections helped students to pronounce lexical items correctly and form grammatically appropriate sentences.

While instructions were very clear and Emily did a lot of monitoring during group work, students were still involved in much English/non-class related talk. It would therefore be advisable to divide the class into smaller groups in which each student is more actively engaged in practice conversations. In addition, it is advisable to allow students less time on each task. Most students were done quickly with the given tasks and used additional time to involve in personal conversations in English. Therefore, more activities could be utilized to activate students' communicative skills and encourage them to speak in the target language.

<b>TIME</b>	<b>ACTIVITY</b>	<b>class arrangement, materials, goals -&gt;comments</b>
11:00	T starts by asking individual S how they are doing and announces conversation table and tutoring hour as well as German Club events, upcoming quiz and test (writes down dates on the board)	->may want to consider coming a little earlier to write info on the board before class starts, and perhaps chat with S or respond to any questions they might have
11:06	T reminds S how to study vocabulary for quiz and test – always include articles	->good
11:08	T determines S number in class by having S count T puts S in three large groups T hands sheets of paper and has them form sentences with possessives	S-S, handouts, communication/grammar ->good error correction (pronunciation) ->great modeling of the activity ->perhaps have S work in smaller groups to avoid lots of English talk among them – very few were talking in German ->too much time on task
11:19	S are asked to do activity 6c in textbook p. 31, T interrupts by explaining adjectives, S write sentences with a partner using items and adjectives, T checks sentences in plenum	T-centered, textbook (Berliner Platz Neu), writing ->may want to introduce adjectives before having S start activity ->good gestures and examples when explaining meaning of adjectives and great way to involve S by asking them to look for <i>kaputte, alte, moderne</i> items in the room

11:32	<p>T allows S to use their smartphones for 5 minutes to look up translations of items on a picture in the textbook</p> <p>T ask S what problems occurred when looking up words online</p> <p>T checks translations in plenum</p>	<p>-&gt;good error correction and positive feedback</p> <p>T-centered, textbook/smartphones, vocabulary</p> <p>-&gt;perhaps turn it into a competition, see what group can find the most translations in 2 minutes (5 min. may be too much time)</p> <p>-&gt;good advice on how to use the dictionary</p> <p>-&gt;overall activity went well but too much time on task</p>
11:44	<p>T reads dialogue from book to S, has S speculate about the roles in the dialogue</p> <p>S perform dialogue in class</p>	<p>T-centered, textbook, reading/speaking</p> <p>-&gt;nice theatrical performance to explain difference between <i>Käufer</i> and <i>Verkäufer</i></p> <p>-&gt; after S perform dialogue, have problematic phrases be repeated by whole class (e.g. <i>Tee</i>, <i>Thermos</i>, ...)</p>
11:50	<p>T announces homework</p>	

Observation - Emily Rath-Frazier  
Old Norse Mythology SCAN 3202

I observed Emily's teaching in the 8:00 recitation on Friday, April 10, 2015. The meeting itself dealt with a collection of medieval tapestries discovered in northern Sweden. The images on the tapestry are cryptic, and may or may not depict the Old Norse mythological eschatology. The lesson plan for the meeting asks students to speculate as to the meaning of the images using the knowledge they have developed throughout the semester. This is not an easy recitation to teach. In order to respond intelligently to all the interpretations students may offer surrounding the content of the tapestry, the teacher must have a high level of fluency with the mythological stories.

Emily's performance was exemplary. She opened with a series of announcements on campus events, registration, and upcoming assignments. Following this, she provided a brief account of the history of the tapestries. She then devoted the remainder of the course to moving through the various images on the items and discussing their possible meaning. Her review paid special attention to possible instances of religious hybridity in the tapestries.

Throughout these discussions, she was both encouraging and scrutinizing, serving as a friendly authority on the topic. As a result, the discussion was active and informed. She spoke with a slow tempo, simple language, and a tasteful amount of repetition. Additionally, her tone was animated, and it was obvious to me that she had a natural rapport with the students. Emily ventured from my lesson plan at a few places – which I allow for under certain conditions. She asked the students to have a blank sheet of paper, and stopped from time to time with a question that she asked them to write down. Afterwards, she would either ask the students to discuss their responses with the person sitting next to them, or she would reconvene the large group and take a sampling of responses from the students. I found this to be an especially creative and effective technique, one that in no way compromised my lesson plan, and one that served to engage students and generate participation.

Emily and I met after the meeting and discussed my observations. The main suggestion I had for her related to her question and answer sessions with students. Occasionally she responded to student responses by either affirming or denying their statements. We discussed techniques for developing responses that prod students to expand their thinking, rather than simply assessing their performance. This was the only piece of criticism I had, however: Emily is a fantastic teacher, and we are lucky to have her in our program.

TA Observation Report: Emily Frazier-Rath  
Submitted by: Beverly Weber  
Date observed: 10/10/2014  
Course: GRMN/JWST 2502, Representing the Holocaust

I observed Emily Frazier-Rath teaching a section of GRMN/JWST 2502, for which she is a TA. I was impressed by the well-structured lesson, her ease at leading class discussion, her command of the material discussed that week, and her rapport with the students.

Emily began the day with announcements. As this course has a large percentage of first semester students, she has also been talking for a few minutes every week about study tips; she did this for a few minutes on this day as well. She then gave a brief quiz on the film *Witness*, *Voices of the Holocaust* and discussed the answers. The class reviewed the definition of trauma according to Cathy Caruth together as a large group, then discussed in small groups how the symptoms of trauma appear in the film *Witness* and the text "Voices" by Charlotte Delbo, returning to the large group to share their analysis.

Throughout the day, Emily demonstrated a good sense of structure and timing, and also communicated that well to the students. The activities built well on each other, and the students were engaged throughout. In fact, of the 22 present, only two did not speak in the large group; most spoke several times in the course of the lesson. When working in small groups, Emily was careful to go to the groups that had quieter students to ensure that they were engaged and understanding the material, before moving on to the other groups. While in large group, Emily was also careful to prompt for more in depth analysis of material. By the end of the hour the students had a solid grasp on the theoretical points and had begun constructing their own analysis of the film and of "Voices."

Throughout the hour Emily also did several small things to encourage students to take notes – one of the biggest problems we have had with so many first semester students in a large lecture class. This included starting the course by asking the students to "take out their notes", asking the students to consult their notes, and concluding the hour by asking the students to take a few minutes to summarize the major points in their notes and to write down any remaining questions.

Emily is a confident and gifted teacher. Students before class spoke to me about how much (to their surprise) they look forward to recitation. In our meeting after the class we discussed a few minor improvements Emily could make. Our discussion after the observation focused on fairly minor suggestions. Emily might be cautious not to fragment the course into too many activities, to ensure that even more complex discussion could take place. I also suggested Emily "animate" slides used in PowerPoint so that the students only see one item at a time. Finally, I suggested Emily work harder to get students to respond to each other, and not just to her as the instructor, during large group discussion.

Throughout the semester, Emily has been active in planning the weekly lesson plans together with the other TA and myself. She has always been carefully prepared, doing significant additional reading each week to better inform herself about the topic at hand.

## CLASSROOM PERFORMANCE EVALUATION

Instructor visited: Emily Rath-Frazier Date: March 14, 2014

Course Title: GRMN 1010 Section: 003

Evaluator: Patricia A. Schindler Room: KTCH 120

Class Size:  
 - According to Roster 20  
 - On Day of Visit 16

Please evaluate the following points using the scale of:

- 1) Excellent                      2) Very Good                      3) Adequate/Average                      4) Inadequate

NA) Not Applicable/Did Not Observe

- |   |  |
|---|--|
| <p>① 2 3 4 NA<br/>                 ① 2 3 4 NA<br/>                 ① 2 3 4 NA<br/>                 ① 2 3 4 NA<br/>                 1 2 3 4 NA<br/>                 ① 2 3 4 NA<br/>                 ① 2 3 4 NA<br/>                 1 ② 3 4 NA</p> | <p>1. Instructor is punctual and well organized<br/>                 2. Instructor speaks clearly and communicates effectively<br/>                 3. Students are attentive and enthusiastic<br/>                 4. Instructor is enthusiastic and energetic<br/>                 5. Instructor uses a variety of activities and presentations and keeps pace of class moving at a good tempo<br/>                 6. Instructor encourages student participation in classroom activities and/or conversations<br/>                 7. Students make extensive use of target language<br/>                 8. Instructor senses if students are comprehending material and/or finding material interesting and makes adjustments in his/her presentation accordingly.<br/>                 9. Instructor demonstrates good command of German, including accent, and is a good language role model for students.</p> |
|---|--|

**Other comments:** Emily led her class through three communicative activities, introduced accusative case pronouns and briefly began the homework assignment. She used German input exclusively for the communicative activities and good teaching techniques. Further comments on reverse →

**Questions for additional consideration:**

1) How would you characterize the instructor's classroom presence?

prepared, animated, has established friendly rapport with students who are engaged and cooperative.

2) Did you notice any idiosyncracies, mannerisms, or habits that impede the instructor's effectiveness? If so, please comment.

Teacher seems breathless at times which gives the impression she is in a hurry.

Emily has incorporated the techniques of communicative teaching rather well and her German input is appropriate for this level with some evidence of a non-native speaker but which did not affect the lesson. She is an animated and enthusiastic teacher and her students are very attentive and cooperative.

1. Warm-up: She began with “Wie geht’s?” and then “Wer ist schlecht?” which should be “Wem geht es schlecht?” This is her first semester teaching and with experience her German will improve. To review the modal verbs she had three questions on the board using *wollen* and *müssen*. She asked: “Fragen Sie mich!” which takes the onus off of the students and gives them listening comprehension time. She added a lot of additional commentary in good simplified input which kept student interest. Then she put them in pairs to ask each other. The students were engaged and the teacher circulated and worked well with the students during group work. The follow-up was short but adequate.

2. Kultur...Landeskunde...Information, p. 123, “Schuljahr und Zeugnisse”.

This is a multi-task activity involving scanning a German report card for information, reflecting on and answering questions about the American high school system, a CD listening comprehension with vocab and information gap fill-ins and then a short directed reflection on the two systems. Emily followed proper procedure handling this involved activity. She asked good, simple questions about the report card: “Welche Sprachen lernt Jens?” “Welche Note hat er in Latein?” and more. This focused the students on the task and engaged them in the topic. She asked the content questions about high school in America and the students were very interested and gave short answers in German. She used choral repetition for the words in the Miniwörterbuch and then read the listening comprehension text twice as they filled in the blanks. This activity went very well and she allotted enough time for students to digest the material.

3. Situation 5, p. 115, “Schlechtes Zeugnis”.

This activity contrasts the meaning of “darf nicht” and “muss” and students have to mark several activities as one or the other. Emily introduced and explained the activity all in German, prepped the new vocab, did two examples with the class and then put them in pairs. Again students and teacher were engaged in the activity together. The students led the follow-up.

Teacher should be aware of difference between “studieren” and “lernen”. “Studieren” is only used with the university and “lernen” for all other learning. Thus “Jens muss lernen (and not studieren).

4. Grammar: p. 133, introduction to the accusative case personal pronouns.

Emily had a nice grammar slide prepared with good examples in sentences illustrating noun/pronoun substitution. She used choral repetition of the sentences to focus her students.

She named the gender **neuter** as “neutral” and this is totally incorrect. We do not want students to use this incorrect term. This term cannot be found anywhere in the textbook. The genders are:

**masculine, neuter, feminine!**

5. Homework assignment: Emily began to go over the grammar exercises but ran out of time. I hope she finished covering the homework next class period.

A couple of pronunciation and grammar issues: “Gretel” = long /e/ = Gray tel

“Journalist = French /zh/ = **zh**ournalist and not /y/

“Ich wünsche **Ihnen** ein schönes Wochenende. and not Sie