## Departmental Liaison
### Classroom Visit Summary

| Course Information |  
|--------------------|-----------------|
| Semester: | Fall [ ] Spring [ ]  
| Partner High School: | Lift for Life Academy  
| High School Adjunct Instructor: | Rodney Malone  
| SLU Course Title: | PHILO 105: Intro. to Philosophy  
| Subject: | PHIL  
| Course Number: | 105  
| Observation Date: | 05 / 14 / 2014  
| Course Text: | Same as on campus [ ] Approved by Liaison [ ]  
| Syllabus: | On File [ ] Available at visit [ ] Unavailable [ ]  
| Mixed Enrollment: | Yes [ ] No [ ]  

### Instructional Methodologies: Strengths and Concerns

Mr. Malone is very high-energy. His own interest and passion in the subject matter is clearly a real asset in drawing his students into the discussion. He also does a nice job moving between various pedagogical modes in presenting the material. He alternated between discussion, looking at the text, writing points on the (smart) board, having students make diagrams to represent what they recalled from the previous class. I think there is some room for improvement when it comes to helping students see the details of the text, and how various points in the presentation/discussion relate to the texts they've been reading. This sort of work will help students to really learn how to read texts. On the whole, however, philosophy is about ideas, and developing one's skills of reflection and critical thinking. I think Mr. Malone is doing a very nice job helping students to begin to hone these sorts of skills.

Similarity to On-Campus offering: To what extent are this course section’s syllabus, aims, and content representative of an on-campus offering

As Mr. Malone teaches on-campus as an adjunct, he's very familiar with the basic structure and requirements of our philosophy 105 course. His course at Lift for Life is in keeping with on-campus offerings of Phil 105.

Student Involvement: What are your impressions of student interest and involvement?

I was very impressed with the level of engagement in the class I observed. This was all the more impressive given that the class was an hour and a half long (longer than the traditional undergraduate class!). Students were very involved in discussion, and even often made connections (unprompted) to material covered in earlier sections of the course.
Student Assessment: Are the depth and rigor of assessments equivalent to on-campus offerings? Please request to review some assessments for this course section.

Yes. I have no concerns here.

Instructor’s marking and grading: Does the instructor seem comfortable evaluating student work?

Yes. I thought the grades and comments were quite appropriate to the work.

If you had the opportunity to address the class were there any comments/questions?

We are particularly interested in items pertaining to 1818ACC policies, procedures or practices.

I did not address the class.

Additional Comments

Visit Summary

Is the course section consistent with an on-campus offering:  ■ Yes  ■ No

Please indicate if the Syllabus contains the content below:

- Descriptive overview of the course:  ■ Yes  ■ No
- Learning outcomes:  ■ Yes  ■ No
- Assessments:  ■ Yes  ■ No
- Calendar of due dates:  ■ Yes  ■ No
- 1818 ACC’s academic honesty statement:  ■ Yes  ■ No
- Grading rubric:  ■ Yes  ■ No

SLU Departmental Liaison Signature:  Susan Towler-Brown  Date:  05/14/2014