

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
William Wittels	1303	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input checked="" type="radio"/> 6+ hrs/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Marking Instructions

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks on this form.

CORRECT MARK: ●

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:

1-Very Poor 2-Poor 3-Adequate 4-Good 5-Excellent

- | | | |
|---|--|--|
| 1. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | The quality of this course. | |
| 2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | The quality of the instruction. (Inst.1) | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | The quality of the instruction. (Inst.2) | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | The quality of the instruction. (Inst.3) | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | The quality of the instruction. (Inst.4) | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 |

Comments: (e.g., strong and weak points of course and instructor)

Fantastic lectures that did not recap, but pinpointed and indulged further complex concepts.

Course Characteristics:

On the next items, characterize this course using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

- | | |
|---|-----------------------------------|
| 3. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Amount of effort/work. |
| 4. <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | Difficulty of the subject matter. |
| 5. <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | Intellectual stimulation. |

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

- | | |
|--|---|
| 6. (1) (2) (3) (4) (5) <input checked="" type="radio"/> Instructor was enthusiastic about the course. (Inst.1) | (1) (2) (3) (4) (5) <input checked="" type="radio"/> Instructor was enthusiastic about the course. (Inst.3) |
| (1) (2) (3) (4) (5) <input checked="" type="radio"/> Instructor was enthusiastic about the course. (Inst.2) | (1) (2) (3) (4) (5) <input checked="" type="radio"/> Instructor was enthusiastic about the course. (Inst.4) |
| 7. (1) (2) (3) (4) (5) <input checked="" type="radio"/> Instructor was accessible outside of class. (Inst.1) | (1) (2) (3) (4) (5) <input checked="" type="radio"/> Instructor was accessible outside of class. (Inst.3) |
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| 8. (1) (2) (3) (4) (5) <input checked="" type="radio"/> Participation in class discussion was encouraged. | |
| 9. (1) (2) (3) (4) (5) <input checked="" type="radio"/> Course requirements/expectations were clear. | |
| 10. (1) (2) (3) (4) (5) <input checked="" type="radio"/> Feedback on examinations/papers/performance was valuable. | |
| 11. (1) (2) (3) (4) (5) <input checked="" type="radio"/> Methods of evaluating student work were fair and appropriate. | |

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Only one instructor

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

- | | |
|--|--|
| 12. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Gaining factual knowledge. |
| 13. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Understanding fundamental concepts and principles. |
| 14. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Learning to analyze ideas, arguments, and points of view. |
| 16. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Learning to synthesize and integrate knowledge. |
| 17. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Learning to conduct inquiry through methods of the field. |
| 18. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Learning to evaluate the merits of ideas and competing claims. |
| 19. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Developing skills in oral expression. |
| 20. (1) (2) (3) (4) (5) <input checked="" type="radio"/> N/A | Developing writing skills. |

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

I thought the lecture + note-taking styles were helpful.

Additional Comments/Suggestions:

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		This Course Fulfills A: <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective																																																																																																																																								

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Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:

1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent
-------------	--------	------------	--------	-------------

- | | |
|---|--|
| 1. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | The quality of this course. |
| 2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | The quality of the instruction. (Inst.1) |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | The quality of the instruction. (Inst.2) |
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| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | The quality of the instruction. (Inst.4) |

Comments: (e.g., strong and weak points of course and instructor)

Teacher was enthusiastic about course.

Course Characteristics: On the next items, characterize this course using the following code:

1-Very Low	2-Low	3-Moderate	4-High	5-Very High
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|---|-----------------------------------|
| 3. <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | Amount of effort/work. |
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| 5. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | Intellectual stimulation. |

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Readings were useful. A bit long and tedious though.

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

6. 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
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8. 1 2 3 4 5 Participation in class discussion was encouraged.
9. 1 2 3 4 5 Course requirements/expectations were clear.
10. 1 2 3 4 5 Feedback on examinations/papers/performance was valuable.
11. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Liked discussion and set up of course.

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

12. 1 2 3 4 5 N/A Gaining factual knowledge.
13. 1 2 3 4 5 N/A Understanding fundamental concepts and principles.
14. 1 2 3 4 5 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 5 N/A Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 5 N/A Learning to synthesize and integrate knowledge.
17. 1 2 3 4 5 Learning to conduct inquiry through methods of the field.
18. 1 2 3 4 5 N/A Learning to evaluate the merits of ideas and competing claims.
19. 1 2 3 4 5 Developing skills in oral expression.
20. 1 2 3 4 5 N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

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4-High

5-Very High

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Comments: (e.g., clarity and organization of course, student/instructor interaction)

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Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

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This Course Fulfills A:

Major/Minor/Cert. Requirement
 Curriculum/College Requirement
 Elective

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:

1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent
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1. 1 2 3 4 The quality of this course.
2. 1 2 3 4 The quality of the instruction. (Inst.1) 1 2 3 4 The quality of the instruction. (Inst.3)
- 1 2 3 4 The quality of the instruction. (Inst.2) 1 2 3 4 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

Course Characteristics: On the next items, characterize this course using the following code:

1-Very Low	2-Low	3-Moderate	4-High	5-Very High
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3. 1 2 3 4 Amount of effort/work.
4. 1 2 3 4 Difficulty of the subject matter.
5. 1 2 3 4 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

6. 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
8. 1 2 3 4 5 Participation in class discussion was encouraged.
9. 1 2 3 4 5 Course requirements/expectations were clear.
10. 1 2 3 4 5 Feedback on examinations/papers/performance was valuable.
11. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

12. 1 2 3 4 5 N/A Gaining factual knowledge.
13. 1 2 3 4 5 N/A Understanding fundamental concepts and principles.
14. 1 2 3 4 5 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 5 N/A Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 5 N/A Learning to synthesize and integrate knowledge.
17. 1 2 3 4 5 N/A Learning to conduct inquiry through methods of the field.
18. 1 2 3 4 5 N/A Learning to evaluate the merits of ideas and competing claims.
19. 1 2 3 4 5 N/A Developing skills in oral expression.
20. 1 2 3 4 5 N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
William Wittels	1 3 0 3	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input checked="" type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	0 0	0 0	0 0	0 0
Marking Instructions • Use a No. 2 pencil or blue or black ink pen only. • Do not use pens with ink that soaks through the paper. • Make no stray marks on this form. CORRECT MARK: ●	0 0 0 0 0				0 0	0 0	0 0	0 0
	1 1 1 1 1				1 1	1 1	1 1	1 1
	2 2 2 2 2				2 2	2 2	2 2	2 2
	3 3 3 3 3				3 3	3 3	3 3	3 3
	4 4 4 4 4				4 4	4 4	4 4	4 4
	5 5 5 5 5				5 5	5 5	5 5	5 5
	6 6 6 6 6				6 6	6 6	6 6	6 6
	7 7 7 7 7				7 7	7 7	7 7	7 7
	8 8 8 8 8				8 8	8 8	8 8	8 8
	9 9 9 9 9				9 9	9 9	9 9	9 9

This Course Fulfills A:

Major/Minor/Cert. Requirement
 Curriculum/College Requirement
 Elective

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:

1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent
-------------	--------	------------	--------	-------------

1. 1 2 3 4 5 The quality of this course.
2. 1 2 3 4 5 The quality of the instruction. (Inst.1) 1 2 3 4 5 The quality of the instruction. (Inst.3)
- 1 2 3 4 5 The quality of the instruction. (Inst.2) 1 2 3 4 5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

Course Characteristics: On the next items, characterize this course using the following code:

1-Very Low	2-Low	3-Moderate	4-High	5-Very High
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3. 1 2 3 4 5 Amount of effort/work.
4. 1 2 3 4 5 Difficulty of the subject matter.
5. 1 2 3 4 5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

- | | | | | | | | | | | | | |
|-----|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| 6. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.1) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.3) |
| | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.2) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.4) |
| 7. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Instructor was accessible outside of class. (Inst.1) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Instructor was accessible outside of class. (Inst.3) |
| | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Instructor was accessible outside of class. (Inst.2) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Instructor was accessible outside of class. (Inst.4) |
| 8. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Participation in class discussion was encouraged. | | | | | | |
| 9. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Course requirements/expectations were clear. | | | | | | |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Feedback on examinations/papers/performance was valuable. | | | | | | |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Methods of evaluating student work were fair and appropriate. | | | | | | |

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Great class, excellent instructor. This class could have been a heck of a lot worse. The prof. really made this class great.

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

- | | | | | | | | |
|-----|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|-----|--|
| 12. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Gaining factual knowledge. |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Learning to synthesize and integrate knowledge. |
| 17. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Developing skills in oral expression. |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | N/A | Developing writing skills. |

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittels	13037	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	4 4			
Marking Instructions • Use a No. 2 pencil or blue or black ink pen only. • Do not use pens with ink that soaks through the paper. • Make no stray marks on this form. CORRECT MARK: ●	0 0 0 0				0 0	0 0	0 0	0 0
	① 1 1 1 1				1 1	1 1	1 1	1 1
	2 2 2 2				2 2	2 2	2 2	2 2
	③ 3 3 3 3				3 3	3 3	3 3	3 3
	4 4 4 4				④ 4 4	4 4	4 4	4 4
	5 5 5 5				5 5	5 5	5 5	5 5
	6 6 6 6				6 6	6 6	6 6	6 6
	7 7 7 7				7 7	7 7	7 7	7 7
	8 8 8 8				8 8	8 8	8 8	8 8
	9 9 9 9				9 9	9 9	9 9	9 9

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:

1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent
-------------	--------	------------	--------	-------------

1. ① ② ③ ④ ⑤ The quality of this course.
2. ① ② ③ ④ ⑤ The quality of the instruction. (Inst.1) ① ② ③ ④ ⑤ The quality of the instruction. (Inst.3)
- ① ② ③ ④ ⑤ The quality of the instruction. (Inst.2) ① ② ③ ④ ⑤ The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

Strong Lectures
Good class discussions
Clear explanations

Course Characteristics: On the next items, characterize this course using the following code:

1-Very Low	2-Low	3-Moderate	4-High	5-Very High
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3. ① ② ③ ④ ⑤ Amount of effort/work.
4. ① ② ③ ④ ⑤ Difficulty of the subject matter.
5. ① ② ③ ④ ⑤ Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Reading burden was reasonable
No busy work

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

- 6. 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
- 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
- 7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
- 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
- 8. 1 2 3 4 5 Participation in class discussion was encouraged.
- 9. 1 2 3 4 5 Course requirements/expectations were clear.
- 10. 1 2 3 4 5 Feedback on examinations/papers/performance was valuable.
- 11. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Met with outside of class for
paper consultations
were very helpful!

**Appraisal
of Progress:**

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

- 12. 1 2 3 4 5 N/A Gaining factual knowledge.
- 13. 1 2 3 4 5 N/A Understanding fundamental concepts and principles.
- 14. 1 2 3 4 5 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
- 15. 1 2 3 4 5 N/A Learning to analyze ideas, arguments, and points of view.
- 16. 1 2 3 4 5 N/A Learning to synthesize and integrate knowledge.
- 17. 1 2 3 4 5 N/A Learning to conduct inquiry through methods of the field.
- 18. 1 2 3 4 5 N/A Learning to evaluate the merits of ideas and competing claims.
- 19. 1 2 3 4 5 N/A Developing skills in oral expression.
- 20. 1 2 3 4 5 N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<i>William Wittels</i>	1 3 0 3	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	3 1			
Marking Instructions • Use a No. 2 pencil or blue or black ink pen only. • Do not use pens with ink that soaks through the paper. • Make no stray marks on this form. CORRECT MARK: ●	0 0 0 0				0 0	0 0	0 0	0 0
	● 1 1 1 1				1 ●	1 1	1 1	1 1
	2 2 2 2				2 2	2 2	2 2	2 2
	3 ● 3 ● 3				● 3	3 3	3 3	3 3
	4 4 4 4				4 4	4 4	4 4	4 4
	5 5 5 5				5 5	5 5	5 5	5 5
	6 6 6 6				6 6	6 6	6 6	6 6
	7 7 7 7				7 7	7 7	7 7	7 7
	8 8 8 8				8 8	8 8	8 8	8 8
	9 9 9 9				9 9	9 9	9 9	9 9

This Course Fulfills A:

Major/Minor/Cert. Requirement
 Curriculum/College Requirement
 Elective

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:

1-Very Poor 2-Poor 3-Adequate 4-Good 5-Excellent

1. 1 2 3 4 ● The quality of this course.

2. 1 2 3 4 ● The quality of the instruction. (Inst.1) 1 2 3 4 5 The quality of the instruction. (Inst.3)

 1 2 3 4 5 The quality of the instruction. (Inst.2) 1 2 3 4 5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

very interesting course w/ great discussion

Course Characteristics: On the next items, characterize this course using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

3. 1 2 3 ● 5 Amount of effort/work.

4. 1 2 3 4 ● Difficulty of the subject matter.

5. 1 2 3 4 ● Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Very thought provoking subject matter

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

6. 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
8. 1 2 3 4 5 Participation in class discussion was encouraged.
9. 1 2 3 4 5 Course requirements/expectations were clear.
10. 1 2 3 4 5 Feedback on examinations/papers/performance was valuable.
11. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Young and enthusiastic about course

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

12. 1 2 3 4 5 N/A Gaining factual knowledge.
13. 1 2 3 4 N/A Understanding fundamental concepts and principles.
14. 1 2 3 4 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 N/A Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 N/A Learning to synthesize and integrate knowledge.
17. 1 2 3 4 N/A Learning to conduct inquiry through methods of the field.
18. 1 2 3 4 N/A Learning to evaluate the merits of ideas and competing claims.
19. 1 2 3 4 N/A Developing skills in oral expression.
20. 1 2 3 4 N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
W. Wittels	1 3 0 3	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input checked="" type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	0 9			
Marking Instructions • Use a No. 2 pencil or blue or black ink pen only. • Do not use pens with ink that soaks through the paper. • Make no stray marks on this form. CORRECT MARK: ●	0 0 0 0 0	This Course Fulfills A: <input type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective			0 0			
	1 1 1 1 1			1 1	1 1	1 1		
	2 2 2 2 2			2 2	2 2	2 2		
	3 3 3 3 3			3 3	3 3	3 3		
	4 4 4 4 4			4 4	4 4	4 4		
	5 5 5 5 5			5 5	5 5	5 5		
	6 6 6 6 6			6 6	6 6	6 6		
	7 7 7 7 7			7 7	7 7	7 7		
	8 8 8 8 8			8 8	8 8	8 8		
	9 9 9 9 9			9 9	9 9	9 9		

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:

1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent
-------------	--------	------------	--------	-------------

1. 1 2 3 4 5 The quality of this course.

2. 1 2 3 4 5 The quality of the instruction. (Inst.1)

1 2 3 4 5 The quality of the instruction. (Inst.2)

1 2 3 4 5 The quality of the instruction. (Inst.3)

1 2 3 4 5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

Very enthusiastic about material.

Course Characteristics: On the next items, characterize this course using the following code:

1-Very Low	2-Low	3-Moderate	4-High	5-Very High
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3. 1 2 3 4 5 Amount of effort/work.

4. 1 2 3 4 5 Difficulty of the subject matter.

5. 1 2 3 4 5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6. 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
8. 1 2 3 4 5 Participation in class discussion was encouraged.
9. 1 2 3 4 5 Course requirements/expectations were clear.
10. 1 2 3 4 5 Feedback on examinations/papers/performance was valuable.
11. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12. 1 2 3 4 5 N/A Gaining factual knowledge.
13. 1 2 3 4 5 N/A Understanding fundamental concepts and principles.
14. 1 2 3 4 5 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 5 N/A Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 5 N/A Learning to synthesize and integrate knowledge.
17. 1 2 3 4 5 5 Learning to conduct inquiry through methods of the field.
18. 1 2 3 4 5 N/A Learning to evaluate the merits of ideas and competing claims.
19. 1 2 3 4 5 5 Developing skills in oral expression.
20. 1 2 3 4 5 N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions: