Course 4703

2009 Fall

Department: POLSCI

| Course 47 00   | 2009 Fall  |   |             |                    |                 |             |               |          |                |       | Depart |        | . 020 |        |      |
|--|--|---|-------------|--------------------|-----------------|-------------|---------------|----------|----------------|-------|--------|--------|-------|--------|------|
| Fall 2009  | Course Number: 4703 POLSCI 123D.01D  | h this course fulfills a requirement towards: |             | General<br>Studies | Elective        | Other       | TOTAL         |          |                | Class | Size:  | SMALI  | L     |        |      |
| . u.i. 2000  | INTRO TO POLITICAL PHILOSOPHY  |   | 7           | 0                  | 2               | 2           | 11            |          |                | Freq  | uency  | Rating | for O | verall | Mean |
|  | Primary Instructor 1: Wittels, William                                       | taking course for the purpose of:             |             | General<br>Studies | Elective        | Other       | OVERALL       |          |                | 1     | 2      | 3      | 4     | 5      | N/A  |
| Assume Seaso Costs   | Q1: The quality of this course   |   | 4.43        | N/A                | 3.50            | 4.00        | 4.18          |          |                | 0     | 0      | 2      | 5     | 4      |      |
| Overall Appraisal:<br>1- Very Poor   | Q2: The quality of the instruction (Inst. 1)                                 |   | 4.43        | N/A                | 3.50            | 4.00        | 4.18          |          |                | 0     | 0      | 2      | 5     | 4      |      |
| 2- Poor<br>3- Adequate   | The quality of the instruction (Inst. 2)                                     |   | N/A         | N/A                | N/A             | N/A         | N/A           |          |                | N/A   | N/A    | N/A    | N/A   | N/A    |      |
| 4- Good<br>5- Excellent  | The quality of the instruction (Inst. 3)                                     |   | N/A         | N/A                | N/A             | N/A         | N/A           |          |                | N/A   | N/A    | N/A    | N/A   | N/A    |      |
| 5- Excellent   | The quality of the instruction (Inst. 4)                                     |   | N/A         | N/A                | N/A             | N/A         | N/A           |          |                | N/A   | N/A    | N/A    | N/A   | N/A    |      |
| Course   | Q3: Amount of effort/work  |   | 3.71        | N/A                | 3.50            | 3.50        | 3.64          |          |                | 0     | 1      | 4      | 4     | 2      |      |
| Characteristics:<br>1- Very Low; 2- Low  | Q4: Difficulty of the subject matter   |   | 4.14        | N/A                | 4.50            | 3.50        | 4.09          |          |                | 0     | 0      | 2      | 6     | 3      |      |
| 3- Moderate<br>4- High; 5- Very High   | Q5: Intellectual stimulation   |   | 4.71        | N/A                | 4.00            | 4.50        | 4.55          |          |                | 0     | 0      | 1      | 3     | 7      |      |
|  | Q6: Instructor was enthusiastic about the course (Inst. 1                    | )   | 4.43        | N/A                | 4.50            | 5.00        | 4.55          |          |                | 0     | 0      | 1      | 3     | 7      |      |
|  | Instructor was enthusiastic about the course (Inst. 2                        | )   | N/A         | N/A                | N/A             | N/A         | N/A           |          |                | N/A   | N/A    | N/A    | N/A   | N/A    |      |
|  | Instructor was enthusiastic about the course (Inst. 3                        | )   | N/A         | N/A                | N/A             | N/A         | N/A           |          |                | N/A   | N/A    | N/A    | N/A   | N/A    |      |
|  | Instructor was enthusiastic about the course (Inst. 4                        | )   | N/A         | N/A                | N/A             | N/A         | N/A           |          |                | N/A   | N/A    | N/A    | N/A   | N/A    |      |
| Course Dynamics  | Q7: Instructor was accessible outside of class (Inst. 1)                     |   | 4.71        | N/A                | 5.00            | 5.00        | 4.82          |          |                | 0     | 0      | 0      | 2     | 9      |      |
| 3-Moderate Instructor was accessible outsid<br>4-High Instructor was accessible outsid | Instructor was accessible outside of class (Inst. 2)                         |   | N/A         | N/A                | N/A             | N/A         | N/A           |          |                | N/A   | N/A    | N/A    | N/A   | N/A    |      |
|  | Instructor was accessible outside of class (Inst. 3)                         |   | N/A         | N/A                | N/A             | N/A         | N/A           | Ran      | king           | N/A   | N/A    | N/A    | N/A   | N/A    |      |
|  | Instructor was accessible outside of class (Inst. 4)                         |   | N/A         | N/A                | N/A             | N/A         | N/A           |          | ning<br>tives: | N/A   | N/A    | N/A    | N/A   | N/A    |      |
|  | Q8: Participation in class discussion was encouraged                         |   | 4.71        | N/A                | 5.00            | 5.00        | 4.82          | Stud     | ents'          | 0     | 0      | 0      | 2     | 9      |      |
|  | Q9: Course requirements/expectations were clear                              |   | 4.83        | N/A                | 3.50            | 4.50        | 4.50          |          | ess vs.        | 0     | 0      | 1      | 3     | 6      |      |
|  | Q10: Feedback on examinations/papers/performance was                         | s valuable                                    | 4.29        | N/A                | 4.00            | 3.00        | 4.00          | Cou      | ırse           | 0     | 1      | 1      | 6     | 3      |      |
|  | Q11: Methods of evaluating student work were fair and a                      | ppropriate                                    | 4.57        | N/A                | 4.00            | 3.50        | 4.27          | Stu      | Fac*           | 0     | 0      | 2      | 4     | 5      |      |
|  | Q12: Gaining factual knowledge   |   | 4.20        | N/A                | 4.00            | 5.00        | 4.33          | 7        | ı              | 0     | 0      | 1      | 4     | 4      | 2    |
|  | Q13: Understanding fundamental concepts and principle                        |   | 4.43        | N/A                | 3.50            | 5.00        | 4.36          | 5        | Е              | 0     | 0      | 2      | 3     | 6      | 0    |
|  | Q14: Learning to apply knowledge, concepts, principles, situation or problem | or theories to a specific                     | 4.50        | N/A                | 4.50            | 5.00        | 4.56          | 4        | 1              | 0     | 0      | 1      | 2     | 6      | 2    |
| Appraisal of progress:<br>1- Not at All  | Q15: Learning to analyze ideas, arguments, and points of                     | fview   | 4.71        | N/A                | 5.00            | 5.00        | 4.82          | 2        | Е              | 0     | 0      | 0      | 2     | 9      | 0    |
| 2- A Little<br>3- Moderately   | Q16: Learning to synthesize and integrate knowledge                          |   | 4.43        | N/A                | 3.50            | 5.00        | 4.36          | 5        | Е              | 0     | 0      | 2      | 3     | 6      | 0    |
| 4- Highly<br>5- Very Highly  | Q17: Learning to conduct inquiry though methods of the                       | field   | 5.00        | N/A                | N/A             | 5.00        | 5.00          | 1        | Е              | 0     | 0      | 0      | 0     | 4      | 7    |
| 3- Very riigiliy   | Q18: Learning to evaluate the merits of ideas and compet                     | ting claims                                   | 4.71        | N/A                | 4.50            | 5.00        | 4.73          | 3        | Е              | 0     | 0      | 0      | 3     | 8      | 0    |
|  | Q19: Developing skills in oral expression                                    |   | 3.60        | N/A                | N/A             | N/A         | 3.60          | 9        | 1              | 1     | 1      | 0      | 0     | 3      | 6    |
|  | Q20: Developing writing skills   |   | 3.83        | N/A                | 3.50            | 4.50        | 3.90          | 8        | Е              | 0     | 0      | 4      | 3     | 3      | 1    |
| SACES Opt-in   | How much time do you spend on this course outs                               | ide of class?                                 |             |                    |                 |             |               |          |                |       |        |        |       |        |      |
| Status:  | 1 = 0 to 1 hr/wk<br>2 = 1 to 3 hrs/wk  | MEAN SCORE                                    | 2.14        | N/A                | 2.00            | 2           | 2.09          | 3        | 1              | 1     | 8      | 2      | 0     |        |      |
| Global Opt-in  | 3 = 3 to 5 hrs/wk<br>4 = 6 or more   | MEAN RESPONSE 1                               | to 3 hrs/wk | N/A                | 1 to 3 hrs/wk 1 | to 3 hrs/wk | 1 to 3 hrs/wk | 3 to 5 h | rs/wk          |       |        |        |       |        |      |
|  |  |   |             |                    |                 |             | * M = Minor o |          |                |       |        | 7-7-   |       |        |      |

| Instructor Name   | Course<br>Number   | Term                                 | Out of Class<br>Work Time: | Student<br>Year | First<br>Major           | Second<br>Major   | Minor             | Cert.             |
|---|--|--------------------------------------|----------------------------|-----------------|--------------------------|-------------------|-------------------|-------------------|
| Mr. W. Wittels  | 4703   | Fall Spring                          | 0–1 hr/week 1–3 hrs/week   | • 1st           | 49                       | 0 0               | 00                | 00                |
| Marking Instruction   | 00000  | Sum I Sum II                         | 3–5 hrs/week 6+ hrs/week   | O 2nd           | 1 1                      | 1 1 2 2           | 11                | 1 1 2 2           |
| Use a No. 2 pencil or blue or black ink pen only.                     | 3 3 3 3 3 3  | mi i C                               | T 1011 A                   | ○ 3rd           | 3 3                      | 3 3 4 4           | 3 3               | 3 3 4 4           |
| Do not use pens with ink that soaks through the paper.                | 5 5 5 5 5 6 6 6 6  | This Course  Major/Mino              | r/Cert. Requirement        | O 4th           | 5 5                      | 5 5 6 6           | 5 5 6 6           | 5 5 6 6           |
| <ul> <li>Make no stray marks on this for<br/>CORRECT MARK:</li> </ul> | m. 7 0 7 7 7<br>8 8 8 8 8<br>9 9 9 9 9   | Curriculum Elective                  | /College Requirement       | Grad Other      | 7 7<br>8 8<br>9 <b>6</b> | 7 7<br>8 8<br>9 9 | 7 7<br>8 8<br>9 9 | 7 7<br>8 8<br>9 9 |
| 2. 1 2 3 4  | 1-Very Poor The quality of this co The quality of the inst The quality of the inst weak points of course | ruction. (Inst.1<br>ruction. (Inst.2 |                            | 4 5 The         |                          | 5–E               |                   |                   |
| Course  | On the next items, ch  | aracterize this                      | course using the fo        | llowing code:   |                          |                   |                   |                   |
| Characteristics:  | 1-Very Low   | 2-Low                                | 3-Moderate                 |                 | ligh                     | 5-Ve              | ry High           |                   |
| 3. 1 2 3 4 0<br>4. 1 2 3 6 5<br>5. 1 2 3 4                            | Amount of effort/wo<br>Difficulty of the sub<br>Intellectual stimulat                                    | ject matter.                         |                            |                 |                          |                   |                   |                   |
| Comments: (e.g., amount and   | l type of thinking you   | did, usefulness                      | of readings and assig      | nments)         |                          |                   |                   |                   |

| Course Dynamics:  | On the next items, characterize this counting to the next items. |  |   |
|---|--|--|---|
| 6 1 2 3 4 M Instructor was  |  |  | 5–Very High enthusiastic about the course. (Inst.3) |
|   |  |  | enthusiastic about the course. (Inst.4)             |
|   |  |  | accessible outside of class. (Inst.3)               |
|   |  |  | accessible outside of class. (Inst.4)               |
|   | in class discussion was encouraged.  | ) O O O Mistractor was   | accessione outside of class. (Inst. 1)              |
|   | irements/expectations were clear.  |  |   |
|   | a examinations/papers/performance was v  | valuable.  |   |
|   | evaluating student work were fair and ap   |  |   |
| Comments: (e.g., clarity and or   | ganization of course, student/instructor int   | teraction)   |   |
|   |  |  |   |
| of Progress:  12. 1 2 3 5 5 13. 1 2 3 4 6 14. 1 2 3 4 6 15. 1 2 3 4 6 17. 1 2 3 4 6 17. 1 2 3 4 6 18. 1 2 3 4 6 19. 1 2 3 4 6 19. 1 2 3 4 6 19. 1 2 3 4 6 19. 1 2 3 4 6 19. 1 2 3 4 6 19. 1 2 3 4 6 19. 1 2 3 5 5 | Not at All 2–A Little 3–Moderate Gaining factual knowledge. Understanding fundamental conce Learning to apply knowledge, concep Learning to analyze ideas, argumer Learning to synthesize and integrat Learning to conduct inquiry throug Learning to evaluate the merits of i Developing skills in oral expression Developing writing skills.   | epts and principles.  ots, principles, or theories to a  nts, and points of view.  te knowledge.  gh methods of the field.  ideas and competing claims |   |
| Additional Comments/Suggest   | tions:   | on of/outlook on previous kn   | owledge)  |
|   |  |  |   |

| Instructor Name  | Course<br>Number   | Term                                      | Out of Class<br>Work Time:        | Student<br>Year                       | First<br>Major    | Second<br>Major              | Minor             | Cert.             |
|--|--|---|-----------------------------------|---------------------------------------|-------------------|------------------------------|-------------------|-------------------|
| Will Wittels   | 4703   | Fall Spring                               | 0–1 hr/week 1–3 hrs/week          | 1st                                   | 49                | 0 0                          | 00                | 00                |
| Marking Instructions   | 0                                  | Sum I<br>Sum II                           | 3–5 hrs/week<br>6+ hrs/week       | O 2nd                                 | 11                | 1 1 2 2                      | 11                | 1 1 2 2           |
| Use a No. 2 pencil or blue or black ink pen only.  | 3 3 3 3 3  | This Course                               | Fulfills A:                       | ○ 3rd                                 | 3 3               | 3 3                          | 3 3               | 3 3               |
| <ul><li>Do not use pens with ink that<br/>soaks through the paper.</li><li>Make no stray marks on this form</li></ul>      | 5 5 5 5 5<br>6 6 6 6 6<br>n. 7 7 7 7                                     | Major/Minor                               | College Requirement               | <ul><li>4th</li><li>Grad</li></ul>    | 5 5<br>6 6<br>7 7 | 5 5<br>6 6<br>7 7            | 5 5<br>6 6<br>7 7 | 5 5<br>6 6<br>7 7 |
| CORRECT MARK:  | 88888  | Elective                                  | conege requirement                | Other                                 | 889               | 88999                        | 8899              | 88999             |
| The purposes of this survey include the assist student's selection of courses; are each item using the indicated code. Ple | nd 4) to help you assess he ease make use of the space                   | ow this course help<br>e provided for com | s you progress with the           | learning objectives arly value these. | of the Duk        | ke curriculun                |                   |                   |
| Overall Appraisal:   | 1–Very Poor  | 2-Poor                                    | 3-Adequa                          | te 4-G                                | ood               | 5-E                          | xcellent          |                   |
| 2. 1 2 0 4 5 7   | The quality of this co The quality of the insti The quality of the insti | ruction. (Inst.1)                         |                                   |                                       |                   | of the instr<br>of the instr |                   |                   |
| Comments: (e.g., strong and w  |  |   |                                   |                                       |                   |                              |                   |                   |
|  |  |   |                                   |                                       |                   |                              |                   |                   |
|  |  |   |                                   |                                       |                   |                              |                   |                   |
|  |  |   |                                   |                                       |                   |                              |                   |                   |
| Course Characteristics:  | On the next items, ch<br>1–Very Low                                      | naracterize this<br>2–Low                 | course using the fo<br>3–Moderate | llowing code:<br>4–H                  | igh               | 5–Ve                         | ry High           |                   |
| 4. 1 2 3 4   | Amount of effort/wo<br>Difficulty of the subj<br>Intellectual stimulat   | ject matter.                              |                                   |                                       |                   |                              |                   |                   |
| Comments: (e.g., amount and  | type of thinking you o   | did, usefulness c                         | of readings and assig             | nments)                               |                   |                              |                   | in a              |

| Course Dynamics:  | On the next items, characterize this of 1–Very Low 2–Low  | ourse/instructor using the follo<br>3-Moderate 4-High  | owing code:<br>5–Very High   |
|---|---|--|--|
| 1 2 3 4 5 Instructor w 7. 1 2 3 4 5 Instructor w 1 2 3 4 5 Instructor w 8. 1 2 3 4 6 Participatio 9. 1 2 4 5 Course req 10. 1 2 3 6 5 Feedback of                             | vas enthusiastic about the course. (Inst.1) vas enthusiastic about the course. (Inst.2) vas accessible outside of class. (Inst.1) vas accessible outside of class. (Inst.2) on in class discussion was encouraged. quirements/expectations were clear. on examinations/papers/performance was | 1 2 3 4 5 Instructor was er 1 2 3 4 5 Instructor was er 1 2 3 4 5 Instructor was ac 1 2 3 4 5 Instructor was ac 1 2 3 4 5 Instructor was ac as valuable. | nthusiastic about the course. (Inst.3)<br>nthusiastic about the course. (Inst.4)<br>pressible outside of class. (Inst.3) |
| 11. 1 2 4 5 Methods o   | f evaluating student work were fair and   | appropriate.   |  |
| Comments: (e.g., clarity and d  | organization of course, student/instructor  | interaction)   |  |
| Parties value and the beauti  |   |  | 0  |
| of Progress. Use  | v much did this course contribute to you<br>N/A if the learning objective was not rel<br>–Not at All 2–A Little 3–Moder   | levant to this course.   | rning objectives?  / Highly N/A-Not Applicable   |
| 12. 1 2 3 4 5 13. 1 2 3 4 5 14. 1 2 3 4 6 15. 1 2 3 4 6 16. 1 2 4 4 6 17. 1 2 3 4 6 18. 1 2 3 4 6 19. 1 2 3 4 5 20. 1 2 4 5  Comments: (e.g., specific known of the comments) | Learning to apply knowledge, concount Learning to analyze ideas, argum Learning to synthesize and integ Learning to conduct inquiry through Learning to evaluate the merits of Developing skills in oral express  | repts, principles, or theories to a sents, and points of view. rate knowledge. rough methods of the field. of ideas and competing claims. ion.           |  |
|   |   |  |  |
| Additional Comments/Sugge   | stions:   |  |  |

| Instructor Name   | Course<br>Number  | Term                       | Out of Class<br>Work Time:                  | Student<br>Year                             | First<br>Major           | Second<br>Major              | Minor             | Cert.             |
|---|---|----------------------------|---|---|--------------------------|------------------------------|-------------------|-------------------|
| W Wittels   | 4703  | Fall                       | <b>Ø</b> 0−1 hr/week                        | ○ 1st                                       | 3 /                      |                              |                   |                   |
| Marking Instructions  | 00000   | Spring Sum I Sum II        | 1–3 hrs/week<br>3–5 hrs/week<br>6+ hrs/week | <b>2</b> 2nd                                | 0 0 1 2 2                | 0 0 1 1 2 2                  | 0 0 1 1 2 2       | 0 0 1 1 2 2       |
| Use a No. 2 pencil or blue or black ink pen only.  Do not use peac with ink that  | 3 3 3 3 3<br>4 4 4 4 4<br>5 5 5 5 5                                 | This Course                | Fulfills A:                                 | ○ 3rd                                       | 44                       | 3 3<br>4 4                   | 3 3 4 4           | 3 3<br>4 4<br>5 5 |
| <ul> <li>Do not use pens with ink that<br/>soaks through the paper.</li> <li>Make no stray marks on this form.</li> </ul>           | 6 6 6 6 6   |                            | /Cert. Requirement<br>College Requirement   | Grad  | 5 5<br>6 6<br>7 7        | 5 5<br>6 6<br>7 7            | 5 5<br>6 6<br>7 7 | 6 6               |
| CORRECT MARK:   | 8888  | ○ Elective                 |   | Other                                       | 8899                     | 8899                         | 8899              | 8899              |
| The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please | ) to help you assess ho   | w this course help         | s you progress with the                     | earning objectives                          |                          |                              |                   |                   |
| Overall Appraisal:  | eflect your overal<br>1–Very Poor                                   | l appraisal of t<br>2-Poor | he course/instructo<br>3–Adequa             |   | ll <b>owing c</b><br>ood |                              | Excellent         |                   |
| 2. 1 2 3 6 5 The  | quality of this cou<br>quality of the instr<br>quality of the instr | ruction. (Inst.1)          |   |   |                          | of the instr<br>of the instr |                   |                   |
| The Lectures  prior Work me  However, chout  That's still  goes a long  | ent protty  half app  alright                                       | well,                      | c & 1 ah                                    | you had | daa                      | 0. 0                         | iny               |                   |
| 61  | the next items, ch<br>-Very Low                                     | aracterize this<br>2-Low   | course using the fo<br>3–Moderate           | llowing code:<br>4–H                        | ligh                     | 5-Ve                         | ery High          |                   |
| 4. 1 2 3 5 Di   | nount of effort/wo<br>fficulty of the subj<br>cellectual stimulat   | ect matter.                |   |   |                          |                              |                   |                   |
| Comments: (e.g., amount and typ   | e of thinking you o   | lid, usefulness o          | of readings and assig                       | nments)                                     |                          |                              |                   |                   |

| Course Dynamics:   | On the next items, ch  |  | ourse/instructor us<br>B-Moderate                  |  | code:<br>-Very High   |
|--|--|--|--|--|---|
| 6. 1 2 3 6 5 Instructor wa<br>1 2 3 4 5 Instructor wa<br>7. 1 2 3 4 6 Instructor wa<br>1 2 3 4 5 Instructor wa | is enthusiastic about the case enthusiastic about the case accessible outside of class accessible outside outs           | course. (Inst.1)<br>course. (Inst.2)<br>ass. (Inst.1)<br>ass. (Inst.2) | 1 2 3 4 5 Inst<br>1 2 3 4 5 Inst<br>1 2 3 4 5 Inst | tructor was enthusia<br>tructor was enthusia<br>tructor was accessib | estic about the course. (Inst.3) estic about the course. (Inst.4) le outside of class. (Inst.3) le outside of class. (Inst.4) |
| 8. 1 2 3 6 5 Participation<br>9. 1 2 3 4 5 Course required to 12 3 4 5 Feedback or 11. 1 2 3 6 Methods of      | nirements/expectations<br>n examinations/papers/<br>evaluating student wor   | were clear.<br>/performance was<br>rk were fair and a                  | ppropriate.  |  |   |
| Comments: (e.g., clarity and o   | rganization of course, st  | udent/instructor i   | nteraction)  |  |   |
| of Progress: Use N   | much did this course co           | e 3-Modera   | evant to this cours                                | se.  |   |
| 12. 1 2 3 4 5<br>13. 1 2 3 <b>9</b> 5  | <ul><li>Gaining factual leading from Understanding from Understand from Understanding from Understand from Understand from Understand from Understand from Understand</li></ul> | undamental cond  | epts and principl                                  | es.  |   |
| 14. 1 2 3 <b>3</b> 5 5 15. 1 2 3 <b>6</b> 5  | Learning to apply Learning to analy  | knowledge, conce<br>yze ideas, argume                                  | epts, principles, or tents, and points o           | theories to a specific<br>of view.                                   | e situation or problem.   |
| 16. 1 2 3 <b>6</b> 5 17. 1 2 3 4 5   | Mearning to synth  | hesize and integr  | ate knowledge.                                     |  |   |
| 17. 1 2 3 4 5<br>18. 1 2 3 6 5   | Learning to cond   | uate the merits of   | ugh methods of the                                 | ne field.<br>eting claims.   |   |
| 19. 1 2 3 4 5  | Developing skills  | s in oral expressi   |  | emily common   |   |
| 20. 1 2 3 4 5  | Developing writing   | ing skills.  |  |  |   |
| Comments: (e.g., specific know   | vledge, skills, etc. acquir  | ed, new appreciati   | ion of/outlook on p                                | previous knowledge   |   |
| Additional Comments/Suggest  | tions:   |  |  |  |   |

| Marking Instructions  Was 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: **  **Overall Appraisal:  **Reflect your overall appraisal of the course/instructor using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.  **Reflect your overall appraisal of the course/instructor using the following code: 1-Very Poor 2-Poor 3-Adequate 4-Good 5-Excellent  **Security of the instruction. (Inst.1) 1 2 3 4 5 The quality of the instruction. (Inst.4)  **Comments: (e.g., strong and weak points of course and instructor)  **The discussions drought structure of the the fact and then pointal discussion appears to the structure of the the fact and then pointal discussion appears to the fact and the fact and then pointal discussion appears to the fact and the fact and then pointal discussion appears to the fact and the fact and then pointal discussion appears to the fact and the fact and then pointal discussion appears to the fact and the fact and then pointal discussion appears to the fact and the fact and then pointal discussion appears to the fact and fac | Instructor Name   | Course<br>Number   | Term   | Out of Class<br>Work Time: | Student<br>Year | First<br>Major | Second<br>Major | Minor                    | Cert.   |
|--|---|--|--|----------------------------|-----------------|----------------|-----------------|--------------------------|---------|
| 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; 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.  *Reflect your 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  *Comments: (e.g., strong and weak points of course and instruction)  *The discussions drayed sentings because we defant understand the texts that well.  *A short turniew of the text and then pointal discussion gressions would have helpsed.  **  **  **  **  **  **  **  **  **   | Will Willele  | 4703   | Fall   | 0_1 hr/week                | ○ 1st           | 31             |                 |                          |         |
| **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: **  **This Course Fulfills A:  **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  **Excellent**  **Comments: (e.g., strong and weak points of course and instructor)  **The discussions draged sentings because we drdn't understand the texts that well.*  **A short werview of the feeth and then pointal discussion questions would have helped.*  **A short werview of the feeth and then pointal discussion questions would have helped.*  | - VIII WIII et a  | the same of the sa |  |                            | 130             |                | 00              | 00                       | 00      |
| * 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:  * This Course Fulfills A:  * Major/Minor/Cert. Requirement  * Courriculum/College Requirement  * | Marking Instructions  |  | The second secon |                            | 2nd             |                |                 |                          |         |
| black ink pen only.  Do not use pens with ink that soaks through the paper.  Make no stray marks on this form.  CORRECT MARK:  This Course Fulfills A:  Major/Minor/Cert. Requirement  Curriculum/College Requirement  Blective  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.  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 6 The quality of this course.  2. 1 2 3 6 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. 4)  Comments: (e.g., strong and weak points of course and instructor)  The discussions dragged & matimus because we didn't understand the texts that well.  A short were suited as a suite of the struction of the course of the space provided for comments of the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the pale of the course of the Duke curriculum. Please respond to the course of the pale of the course of the Duke curriculum. Please respond to the course of the pale of the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to the course of the Duke curriculum. Please respond to th |   |  | O Sum II   | ○ 6+ hrs/week              |                 | 22             | 22              | 22                       | 2 2     |
| * Do not use pens with ink that soaks through the paper.  * Make no stray marks on this form.  **CORRECT MARK: * A Short turnier of the sturnier of the following: 1) to provide your instructor with feedback about the quality of the instruction. (Inst. 1)  1 2 3  | Use a No. 2 pencil or blue or   |  |  |                            | 3rd             | 411            |                 |                          |         |
| Do not use pens with infalt soaks through the paper.  *Make no stray marks on this form.  *CORRECT MARK:  **CORRECT MARK:  ** |   |  | This Course  | Fulfills A.                |                 |                |                 |                          |         |
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| CORRECT MARK:   B B B B B B B B B B B B B B B B B B  |   |  |  |                            | O Grad          |                |                 |                          |         |
| 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 6 5 The quality of this course.  2. 1 2 3 6 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.4)  Comments: (e.g., strong and weak points of course and instructor)  Comments: (e.g., strong and weak points of course and instructor)  The discussions dragged sanctimes because we didn't understand the texts that well.  A short turniew of the text and then pointal discussion questions would have hisped  |   | The state of the s | COLUMN TO THE PARTY OF THE PART | /Conege Requirement        | O Grad          |                |                 |                          |         |
| 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 6 5 The quality of this course. 2. 1 2 3 6 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.4)  Comments: (e.g., strong and weak points of course and instructor)  The discussions dragged sonthines because we didn't understand the texts that well.  A short werriew of the text and then pointed discussion questions would have hefted   | CORRECT MARK:   |  | O Elective   |                            | Other           |                |                 | The second second second |         |
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| Course Dynamics: On the next items, characterize this 1-Very Low 2-Low   | course/instructor using the following code:  3-Moderate  4-High  5-Very High  |
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| <ul> <li>6. 1 2 3 6 5 Instructor was enthusiastic about the course. (Inst.1)</li> <li>1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2)</li> <li>7. 1 2 3 5 Instructor was accessible outside of class. (Inst.1)</li> <li>1 2 3 4 5 Instructor was accessible outside of class. (Inst.2)</li> <li>8. 1 2 3 4 6 Participation in class discussion was encouraged.</li> <li>9. 1 2 3 4 Course requirements/expectations were clear.</li> </ul>  | 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.4) 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.4) |
| 10. 1 2 3 5 Feedback on examinations/papers/performance w 11. 1 2 3 4 6 Methods of evaluating student work were fair and   |   |
| More specific criticism on the papers how  |   |
| South as the administration of the same of |   |
| Of Progress. Use N/A if the learning objective was not re  |   |
| 12. 1 2  | erately 4–Highly 5–Very Highly N/A–Not Applicable   |
| 13. 1 2 3 6 5 WA Understanding fundamental con   | ncepts and principles.  |
| 14. 1 2 3 4 📳 MA Learning to apply knowledge, con  | ncepts, principles, or theories to a specific situation or problem.   |
| 15. 1 2 3 4  |   |
| 16. 1 2 4 4 5 NA Learning to synthesize and integrated to the state of |   |
| 17. 1 2 3 4 5 Learning to conduct inquiry thr 18. 1 2 3 4 8 Learning to evaluate the merits  |   |
| 18. 1 2 3 4 S Learning to evaluate the merits 19. 2 3 4 5 WA Developing skills in oral express   | of ideas and competing claims.  |
| 20. 1 2  | SiOII.  |
| Comments: (e.g., specific knowledge, skills, etc. acquired, new apprecia   | ation of/outlook on previous knowledge)   |
| Additional Comments/Suggestions:   |   |

| Instructor Name   | Course<br>Number   | Term  | Out of Class<br>Work Time:  | Student<br>Year  | First<br>Major | Second<br>Major   | Minor             | Cert.       |
|---|--|---|---|--|----------------|-------------------|-------------------|-------------|
| Wittels   | 4703   | • Fall  | 0–1 hr/week   | • 1st  |                |                   |                   |             |
| Marking Instructions                                      | $\begin{array}{cccccccccccccccccccccccccccccccccccc$             | Spring Sum I Sum II   | 1–3 hrs/week 3–5 hrs/week 6+ hrs/week                             | ○ 2nd  | 0 0 1 1 2 2    | 0 0 1 1 2 2       | 0 0 1 1 2 2       | 0 0 1 1 2 2 |
| • Use a No. 2 pencil or blue or black ink pen only.       | 3 3 3 3 3  |   |   | 3rd  | 3 3            | 3 3               | 3 3               | 3 3 4 4     |
| Do not use pens with ink that<br>soaks through the paper. | 5 5 5 5 6 6 6 6  | This Course I  Major/Minor  | Fulfills A: /Cert. Requirement                                    | O 4th  | 5 5 6 6        | 5 5 6 6           | 5 5 6 6           | 5 5 6 6     |
| • Make no stray marks on this form.  CORRECT MARK:        | 7 • 7 7 7<br>8 8 8 8 8<br>9 9 9 9 9                              |   | College Requirement   | O Grad   | 77             | 7 7<br>8 8<br>9 9 | 7 7<br>8 8<br>9 9 | 77888       |
| Overall Appraisal:  | to help you assess he<br>make use of the space                   | ow this course help<br>provided for comm<br>II appraisal of t<br>2-Poor | s you progress with the   | learning objectives arly value these.  or using the fo | of the Duk     | e curriculum      |                   |             |
| 2. 1 2 3 • 5 The  | quality of the instr<br>quality of the instr                     | ruction. (Inst.1)   | <ol> <li>2</li> <li>2</li> <li>3</li> <li>2</li> <li>3</li> </ol> |  |                | of the instr      |                   |             |
| Comments: (e.g., strong and wear                          |  |   |   |  |                | •                 |                   |             |
|   | the next items, ch<br>–Very Low                                  | aracterize this<br>2–Low  | course using the fo<br>3–Moderate                                 |  | ligh           | 5-Ve              | ry High           |             |
| 4. 1 2 3 <b>6</b> 5 Di                                    | nount of effort/wo<br>fficulty of the sub<br>tellectual stimulat | ject matter.  |   |  |                |                   |                   |             |
| Comments: (e.g., amount and type                          | oe of thinking you o   | did, usefulness o   | of readings and assig   | gnments)   |                |                   |                   |             |

| Course Dynamics:  | On the next items, characterize this 1–Very Low 2–Low  | course/instructor using the following 3–Moderate 4–High 5  | g code:<br>–Very High   |
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| 1 2 3 4 5 Instructor wa 7. 1 2 3 4 6 Instructor wa 1 2 3 4 5 Instructor wa 8. 1 2 3 4 Participation 9. 1 2 3 5 Course requ 10. 1 2 3 5 Feedback of  | as enthusiastic about the course. (Inst.1) as enthusiastic about the course. (Inst.2) as accessible outside of class. (Inst.1) as accessible outside of class. (Inst.2) in in class discussion was encouraged. uirements/expectations were clear. In examinations/papers/performance viewaluating student work were fair and | vas valuable.  | astic about the course. (Inst.4) ble outside of class. (Inst.3) |
| Comments: (e.g., clarity and o  | organization of course, student/instructo  | r interaction)   |   |
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| of Progress. Use I  | much did this course contribute to you<br>N/A if the learning objective was not not at All 2–A Little 3–Mod  |  | de les de la company de   |
| 12. 1     2     3     4     •       13. 1     2     3     4     •       14. 1     2     3     4     •       15. 1     2     3     4     •       16. 1     2     3     4     •       17. 1     2     3     4     •       18. 1     2     3     4     •       19. 1     2     3     4     5       20. 1     2     3     4     5 | Learning to analyze ideas, argu Learning to synthesize and inte Learning to conduct inquiry th   | ncepts, principles, or theories to a specifi<br>ments, and points of view.<br>egrate knowledge.<br>rough methods of the field.<br>s of ideas and competing claims. | c situation or problem.   |
| Comments: (e.g., specific know  | wledge, skills, etc. acquired, new appreci   | iation of/outlook on previous knowledg   | e)  |
|   |  |  |   |
|   |  |  |   |
| Additional Comments/Sugges  | itions:  |  |   |
|   |  |  |   |

| Instructor Name  | Course<br>Number   | Term   | Out of Class<br>Work Time:  | Student<br>Year   | First<br>Major                               | Second<br>Major Minor   | Cert.   |
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| Will Wittels  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 foassist student's selection of courses; and 4 each item using the indicated code. Please  Overall Appraisal:  R  Prince  The 2 3 4 The 2 1 2 3 4 The 3 The 3 1 2 3 4 1 1 The 3 The 4 1 1 1 1 2 1 1 2 1 1 1 1 1 1 1 1 1 1 1 | Number  4763  000000  111111  22222  333303  4444  55555  66666  77777  8888888  999999  sollowing: 1) to provide on the help you assess he make use of the space effect your overal 1-Very Poor quality of the instruction of | Fall Spring Sum I Sum II  This Course Major/Mino Curriculum Elective  e your instructor wow this course help provided for com Z-Poor urse. ruction. (Inst.1 ruction. (Inst.2 | Work Time:  0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week  Fulfills A: r/Cert. Requirement /College Requirement  with feedback about the quest you progress with the left ments, as faculty particular the course/instructo 3-Adequar | Year  1st 2nd 3rd 4th Grad Other  uality of the course earning objectives arly value these. or using the folte 4-Go | Major  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q | Major Minor  0 0 0 0 0 0  1 1 2 1 1  2 2 2 2 2  3 3 3 3 3  4 4 4 4 4  5 5 5 5 5  6 6 6 6 6  7 7 7 7 7  8 8 8 8 8  9 9 9 9  orm promotion decision e curriculum. Please re | 0 0 0 1 1 1 2 2 3 3 3 4 4 4 6 5 5 6 6 6 7 7 7 8 8 8 9 9 sns; 3) to spond to |
| Course Characteristics:  3. 1 2 3  |  | 2–Low<br>ork.<br>ject matter.  | course using the fo<br>3–Moderate   | llowing code:<br>4–H  | 8 20 20 40                                   | 5–Very High   |   |
| Comments: (e.g., amount and type)  — I  warka G  |  |  |   |   | a  | J   |   |

| Course Dynamics: On the next items, characterize this 1-Very Low 2-Low   | 3–Moderate 4–High 5–Very High  |
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| 6. 1 2 3 4 ■ Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 7. 1 2 3 4 ■ Instructor was accessible outside of class. (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.4) 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 Participation in class discussion was encouraged.   | O BY HAT WATER WHAT  |
| 9. 1 2 3 4 Course requirements/expectations were clear.  | an valuable  |
| 10. 1 2 3 4 Feedback on examinations/papers/performance w 11. 1 2 3 4 Methods of evaluating student work were fair and   |  |
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| Comments: (e.g., clarity and organization of course, student/instructor  | r interaction)   |
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| 2 to C. refusions utility of an end of   | Clarify appropriate and a map of the second  |
| Appraisal How much did this course contribute to you   | ur progress on the following learning objectives?  |
| of Progress. Use N/A if the learning objective was not re  | elevant to this course.  |
|  | erately 4–Highly 5–Very Highly N/A–Not Applicable  |
| 12. 1 2 3 4  | ncents and principles  |
| 14. 1 2 3 4 • Learning to apply knowledge, con   | ncepts, principles, or theories to a specific situation or problem.  |
| 15. 1 2 3 4 • Learning to analyze ideas, argui   |  |
| 16. 1 2 3 4  Learning to synthesize and integration 17. 1 2 3 4  Learning to conduct inquiry thr   |  |
| 18. 1 2 3 4  Learning to evaluate the merits 19. 1 2 3 4 Developing skills in oral expres  | of ideas and competing claims.   |
| 19. 1 2 3 4 Developing skills in oral expres   | sion.  |
| 20. 1 2 3 4 • NA Developing writing skills.  |  |
| Comments: (e.g., specific knowledge, skills, etc. acquired, new apprecia   | ation of/outlook on previous knowledge)  |
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| Additional Comments/Suggestions:   | - Delan Walley Color of Colors   |
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| Instructor Name   | Course<br>Number   | Term   | Out of Class<br>Work Time:  | Student<br>Year   | First<br>Major    | Second<br>Major   | Minor             | Cert.             |
|---|--|--|---|---|-------------------|-------------------|-------------------|-------------------|
| Will Wittels  | 4703   | Fall Spring  | 0–1 hr/week<br>1–3 hrs/week   | 1st   | 16                | 0 0               | 0 0               | 0 0               |
| Marking Instructions  | 11111  | Sum I Sum II   | 3–5 hrs/week<br>6+ hrs/week   | O 2nd   | 2 2               | 1 1 2 2           | 1 1 2 2           | 11                |
| <ul> <li>Use a No. 2 pencil or blue or black ink pen only.</li> <li>Do not use pens with ink that</li> </ul>  | 3 3 3 3 3<br>4 4 4 4 4<br>5 5 5 5 5 5                                      | This Course  | Fulfills A:   | ○ 3rd<br>○ 4th  | 3 3<br>4 4<br>5 5 | 3 3<br>4 4<br>5 5 | 3 3 4 4           | 3 3<br>4 4<br>5 5 |
| soaks through the paper.  Make no stray marks on this form.   | 6 6 6 6 6  | The state of the s | r/Cert. Requirement<br>/College Requirement                                       | Grad  | 6 6               | 6 6               | 5 5<br>6 6<br>7 7 | 6 6               |
| CORRECT MARK:   | 88888  | ○ Elective   |   | Other   | 88999             | 8899              | 8899              | 8899              |
| The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please  Overall Appraisal: | 4) to help you assess he make use of the space<br>Reflect your overa       | now this course help<br>the provided for com<br>all appraisal of   | os you progress with the l<br>ments, as faculty particula<br>the course/instructo | earning objective<br>arly value these.<br>or using the fo | of the Duk        | e curriculur      | n. Please re      |                   |
| 1. 1 2 3 6 5 The 2. 1 2 3 6 5 The   | 1–Very Poor e quality of this co e quality of the ins e quality of the ins | truction. (Inst.1)   |   | 4 5 Th  |                   | of the instr      |                   |                   |
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|   | the next items, c<br>1–Very Low  | 2-Low  | course using the fo<br>3–Moderate   |   | ligh              | 5-Ve              | ry High           |                   |
| 4. 1 2 • 4 5 Di   |  | ork.<br>oject matter.  |   |   |                   | 5-Ve              | ry High           |                   |

| <b>Course Dynamics</b>  | On the next items, characterize this 1–Very Low 2–Low  | course/instructor using the following of 3-Moderate 4-High 5-Ve   | ode:<br>ery High   |
|---|--|---|--|
| 1 2 3 4 5 Instruct 7. 1 2 3 4 5 Instruct 1 2 3 4 5 Instruct 8. 1 2 3 4 6 Particit 9. 1 2 3 4 Course 10. 1 3 4 5 Feedba  | tor was enthusiastic about the course. (Inst.1) tor was enthusiastic about the course. (Inst.2) tor was accessible outside of class. (Inst.1) tor was accessible outside of class. (Inst.2) pation in class discussion was encouraged. The requirements/expectations were clear. The ack on examinations/papers/performance with the course. | 1 2 3 4 5 Instructor was enthusiasti<br>1 2 3 4 5 Instructor was enthusiasti<br>1 2 3 4 5 Instructor was accessible<br>1 2 3 4 5 Instructor was accessible<br>was valuable. | c about the course. (Inst.3)<br>c about the course. (Inst.4)<br>outside of class. (Inst.3) |
| Comments: (e.g., clarity  | and organization of course, student/instructo  | r interaction)  |  |
| Appraisal of Progress:  | How much did this course contribute to yo Use N/A if the learning objective was not r 1-Not at All 2-A Little 3-Mod  | elevant to this course.   | ojectives?  N/A-Not Applicable   |
| 12. 1     2     3     4       13. 1     2     3     4       14. 1     2     3     4       15. 1     2     3     4       16. 1     2     3     4       17. 1     2     3     4       18. 1     2     3     4       19. 1     2     3     4       20. 1     2     3     4 | Learning to analyze ideas, argu Learning to synthesize and inte Learning to conduct inquiry the  | ncepts, principles, or theories to a specific siments, and points of view.  grate knowledge.  rough methods of the field.  of ideas and competing claims.                   |  |
|   | knowledge, skills, etc. acquired, new appreci  | ation of/outlook on previous knowledge)   |  |
| Additional Comments/Su  | uggestions:  |   |  |

| Instructor Name  | Course<br>Number   | Term   | Out of Class<br>Work Time:  | Student<br>Year  | First<br>Major                          | Second<br>Major          | Minor                                   | Cert.                    |
|--|--|--|---|--|---|--------------------------|---|--------------------------|
| Will Wittels   | 4703   | Fall Spring  | 0–1 hr/week (a) 1–3 hrs/week  | ○ 1st  | 3 1                                     | 0 0                      | 0 0                                     | 0 0                      |
| Marking Instructions   | 11111  | Sum I Sum II   | 3–5 hrs/week<br>6+ hrs/week   | ② 2nd  | 1 (2)                                   | 11                       | 11                                      | 1 1 2 2                  |
| <ul><li>Use a No. 2 pencil or blue or black ink pen only.</li><li>Do not use pens with ink that soaks through the paper.</li></ul> | 6 6 6 6 6  | The state of the s | or/Cert. Requirement  | ○ 3rd<br>○ 4th   | (a) (3) (4) (4) (5) (5) (6) (6) (7) (7) | 3 3<br>4 4<br>5 5<br>6 6 | 3 3<br>4 4<br>5 5<br>6 6                | 3 3<br>4 4<br>5 5<br>6 6 |
| • Make no stray marks on this form.  CORRECT MARK:   | 7 <b>(1)</b> (7) (7) (8) (8) (8) (8) (8) (9) (9) (9) (9)             | Elective   | n/College Requirement   | Other  | 8899                                    | 7 7<br>8 8<br>9 9        | 7 7<br>8 8<br>9 9                       | 7 7<br>8 8<br>9 9        |
| 2. 1 2 • 4 5 Th  | (4) to help you assess he<br>se make use of the space                | ow this course he provided for cor lappraisal of 2-Poor urse.  | Ips you progress with the landers, as faculty particular the course/instructor 3–Adequard | earning objectives arly value these.  or using the fote 4–G  4 5 The | of the Duk  Ilowing o  ood  e quality o | e curriculur             | n. Please re<br>excellent<br>ruction. ( | (Inst.3)                 |
| Too many tangents - have liked   | ak points of course a  | not discu  | 15s Clarify read  | ing as off   | en as                                   | Ic                       | wuld                                    |                          |
| Course Or Characteristics:   | n the next items, ch<br>1–Very Low                                   | aracterize thi<br>2-Low  | s course using the fo<br>3–Moderate   | llowing code:<br>4–H   |   | 5-Ve                     | ery High                                |                          |
| 4. 1) 2 <b>4</b> 5 I   | amount of effort/wo<br>Difficulty of the sub<br>ntellectual stimulat | ject matter.   |   |  |   |                          |   |                          |
| Comments: (e.g., amount and ty   | ype of thinking you  | did, usefulness  | of readings and assig   | inments)   |   | A forest                 |   |                          |

| Course Dynamics:   | On the next items, characterize this course/instructor 1-Very Low 2-Low 3-Moderate   | using the following code:<br>4-High 5-Very High  |
|--|--|--|
| 1 2 3 4 5 Instructor was 7. 1 2 3 6 5 Instructor was 1 2 3 4 5 Instructor was 8. 1 2 3 6 5 Participation 9. 1 2 3 6 5 Course requ 10. 1 2 3 6 5 Methods of 6 | is enthusiastic about the course. (Inst.2) 1 2 3 4 5 In as accessible outside of class. (Inst.1) 1 2 3 4 5 In  | nstructor was enthusiastic about the course. (Inst.3) nstructor was enthusiastic about the course. (Inst.4) nstructor was accessible outside of class. (Inst.3) nstructor was accessible outside of class. (Inst.4)  |
|  |  | The modern to the control of the con |
| of Progress. Use N   | much did this course contribute to your progress on the N/A if the learning objective was not relevant to this council Not at All 2–A Little 3–Moderately 4–High | urse.  |
| 12. 1 2 3 6 5  | Gaining factual knowledge.   | hly 5–Very Highly N/A–Not Applicable   |
| 13. 1 2 0 4 5  | Understanding fundamental concepts and princi  | ples.  |
| 14. 1 2 0 4 5  | Learning to apply knowledge, concepts, principles, o   | or theories to a specific situation or problem.  |
| 15. 1 2 3 0 5  | Learning to analyze ideas, arguments, and points   | s of view.   |
| 16. 1 2 3 6 5  | Learning to synthesize and integrate knowledge.  |  |
| 17. 1 2 3 4 5<br>18. 1 2 3 9 5   | Learning to conduct inquiry through methods of   |  |
| 19. 1 2 3 4 5  | <ul> <li>Learning to evaluate the merits of ideas and comp</li> <li>Developing skills in oral expression.</li> </ul>   | peting claims.   |
| 20. 1 2 4 5  |  |  |
| Comments: (e.g., specific know   | vledge, skills, etc. acquired, new appreciation of/outlook or  | n previous knowledge)  |
|  |  | School Control of the Spring o |
|  |  |  |
| Additional Comments/Suggest  | tions:   |  |

| 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. 1 2 3 4 | 1 2 3<br>7. 1 2 3<br>1 2 3<br>8. 1 2 3<br>9. 1 2 3<br>10. 1 2 3           | 1 4 5 Instructor 2 4 6 Instructor 3 A 7 Participar 4 6 Course 1 4 7 Feedbace | or was enthusiastic about the coor was enthusiastic about the coor was accessible outside of classor was accessible outside of classic in class discussion was requirements/expectations of examinations/papers/ps of evaluating student works. | ourse. (Inst.2)  ss. (Inst.1)  ss. (Inst.2)  ss. (Inst.2)  s encouraged.  were clear.  performance was valua  | 3 4 5 Instructo<br>3 4 6 Instructo<br>3 4 6 Instructo                         | or was enthusiastic a<br>or was accessible ou | bout the course. (Inst.3)<br>bout the course. (Inst.4)<br>tside of class. (Inst.3)<br>tside of class. (Inst.4) |
|--|---|--|---|---|---|---|--|
| 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 Applie  12. 1 2 3 4  | Comments  | :: (e.g., clarity ar   |   |   |   |   |  |
| 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 Applie  12. 1 2 3 4  |   | de les   |   |   |   | 4   |  |
| Understanding fundamental concepts and principles.  14. 1 2 3 4  | Apprai<br>of Prog   |  | se N/A if the learning object   | tive was not relevant   | to this course.   |   | ctives?  N/A–Not Applicable  |
| Will is awasome and is a great teacher.  | 13. 1 2<br>14. 1 2<br>15. 1 2<br>16. 1 2<br>17. 1 2<br>18. 1 2<br>19. 1 2 | 3 4<br>3 4<br>3 4<br>3 4<br>3 4<br>3 4<br>3 4<br>3 4                         | Understanding for Learning to apply Learning to analy Learning to synth Learning to cond Learning to evaluation Developing skills   | indamental concepts a<br>knowledge, concepts, pi<br>ze ideas, arguments, a<br>nesize and integrate kn<br>uct inquiry through m<br>nate the merits of ideas<br>in oral expression. | rinciples, or theory<br>and points of view<br>nowledge.<br>nethods of the fie | w.<br>eld.                                    | ation or problem.  |
| I learned a lot.   | Comments  | W  | ill is awrsom   | c and is  |   |   | r.   |
|  |   | I  | Icarnil a   | 16+.  |   |   |  |

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

3-Moderate

4-High

5-Very High

2-Low

Additional Comments/Suggestions:

Course Dynamics:

1-Very Low

Give Will an award. Scriously.

| Instructor Name   | Course<br>Number                               | Term   | Out of Class<br>Work Time:                            | Student<br>Year  | First<br>Major    | Second<br>Major | Minor           | Cert.       |
|---|--|--|---|--|-------------------|-----------------|-----------------|-------------|
| Will Vittels  | 4703   | Fall Spring  | 0–1 hr/week<br>1–3 hrs/week                           | • 1st  | 16                | 3 3             | 3 1             | 00          |
| Marking Instructions  | 11111  | Sum I<br>Sum II  | 3–5 hrs/week 6+ hrs/week                              | O 2nd  | 2 2               | 1 1 4           | 1 0             | 11          |
| <ul><li>Use a No. 2 pencil or blue or black ink pen only.</li><li>Do not use pens with ink that</li></ul>                           | 3 3 3 3 3 3 4 4 4 4 5 5 5 5 5 5 5              | This Course F  | ulfills A:  | ○ 3rd<br>○ 4th   | 3 3<br>4 4<br>5 5 | 4 4 5 5         | 3<br>4 4<br>5 5 | 3 3 4 4 5 5 |
| soaks through the paper.  Make no stray marks on this form.   | 66666  | A STATE OF THE PARTY OF THE PAR | Cert. Requirement<br>College Requirement              | ○ Grad   | 6 6               | 66              | 6677            | 66          |
| CORRECT MARK:   | 8888   | Elective   |   | Other  | 8899              | 8899            | 8899            | 8899        |
| The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please | to help you assess he<br>make use of the space | ow this course helps<br>provided for comm  | you progress with the l<br>ents, as faculty particula | earning objective<br>arly value these.   | s of the Duk      | e curriculum    |                 |             |
| Overall Appraisal:  | eflect your overal<br>1–Very Poor              | II appraisal of th<br>2–Poor   | ne course/instructo<br>3-Adequat                      | the state of the s | llowing o         |                 | cellent         |             |
| 1 2 3 4 5 The Comments: (e.g., strong and weak $\omega$   | the best T                                     | and instructor)  A ever.   |   | 4 (5) The  | e quality o       | of the instru   |                 |             |
| <b>Characteristics:</b> 1-3. 1 2 3 4 • Am   | -Very Low<br>nount of effort/wo                | z-Low<br>rk.   | ourse using the fo<br>3–Moderate                      | llowing code:<br>4–H   |                   | 5–Ver           | y High          |             |
|   | fficulty of the subj<br>ellectual stimulati    |  |   |  |                   |                 |                 |             |
| Comments: (e.g., amount and type  |  |  | readings and assign                                   |  | teas t            | ing             |                 |             |

| Instructor Name   | Course<br>Number   | Term  | Out of Class<br>Work Time:   | Student<br>Year   | First<br>Major          | Second<br>Major              | Minor             | Cert.             |
|---|--|---|--|---|-------------------------|------------------------------|-------------------|-------------------|
| Will Wittels  | 4703   | Fall Spring   | ○ 0–1 hr/week<br><b>③</b> 1–3 hrs/week   | <b>②</b> 1st  | ц q                     | 0 0                          | 00                | 00                |
| Marking Instructions  | 1 1 1 1 1  | Sum I Sum II  | 3–5 hrs/week<br>6+ hrs/week  | O 2nd   | 1 1 2 2                 | 1 1 2 2                      | 1 1 2 2           | 1 1 2 2           |
| Use a No. 2 pencil or blue or black ink pen only.   | 3 3 3 3 3 3  | This Course   | Fulfills A:  | ○ 3rd   | 3 3                     | 3 3                          | 3 3               | 3 3               |
| <ul> <li>Do not use pens with ink that soaks through the paper.</li> <li>Make no stray marks on this form.</li> </ul> | 5 5 5 5 5<br>6 6 6 6 6<br>7 <b>Ø</b> 7 7 7   | Major/Mino  | or/Cert. Requirement   | ○ 4th   | 5 5<br>6 6<br>7 7       | 5 5<br>6 6<br>7 7            | 5 5<br>6 6<br>7 7 | 5 5<br>6 6<br>7 7 |
| CORRECT MARK:   | 88888  | Elective  | reonege requirement  | Other   | 889                     | 88999                        | 88999             | 88999             |
| Overall Appraisal:  1. 1 2 3 4 • The  | ) to help you assess he<br>make use of the space<br>eflect your overa<br>1-Very Poor<br>quality of this co | ow this course hele<br>provided for con<br>Il appraisal of<br>2-Poor<br>urse. | ps you progress with the lands are specified by the course/instructors and an are specified by the course/instructors and a specified by the course in the c | earning objectives arly value these.  or using the fol te 4–G | of the Duk<br>llowing o | e curriculur<br>ode:<br>5–E  | m. Please re      | espond to         |
|   | quality of the inst<br>quality of the inst   |   |  |   |                         | of the instr<br>of the instr |                   |                   |
| very enhanation   | S, www.  | ~ , wifou   |  |   |                         |                              |                   |                   |
| 01  | he next items, ch<br>-Very Low   | aracterize this<br>2–Low  | s course using the fo<br>3–Moderate  | llowing code:<br>4–H  | igh                     | 5-Ve                         | ry High           |                   |
| 4. 1 2 3 <b>6</b> 5 Dif   | nount of effort/wo<br>fficulty of the sub<br>ellectual stimulat  | ject matter.  |  |   |                         |                              |                   |                   |
| Comments: (e.g., amount and typ   |  |   |  | nments)   |                         |                              | 100 Table 1       |                   |

| 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 9 Instructor was               | s 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                  | s enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)  |
|   | s accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)  |
|   | s accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)  |
|   | in class discussion was encouraged. irements/expectations were clear.   |
|   | examinations/papers/performance was valuable.   |
|   | evaluating student work were fair and appropriate.  |
|   | ganization of course, student/instructor interaction)   |
| www.cotaurtral                            | r very enthusiantic & engaging during discursion. Zerrons<br>planned & concepts were clearly explained.   |
| were well to                              | planned & concepts were clearly explained,  |
|   |   |
|   |   |
| division and specific to                  |   |
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|   |   |
| Cross a real different                    |   |
| Annualasi Hawa                            | much did this course contribute to your manager on the fallowing bounds of the did the  |
| 4.4                                       | much did this course contribute to your progress on the following learning objectives?  /A if the learning objective was not relevant to this course.   |
|   | Not at All 2–A Little 3–Moderately 4–Highly 5–Very Highly N/A–Not Applicable  |
| 2. 1 2 3 4 5                              | Gaining factual knowledge.  |
| 3. 1 2 3 4                                | Understanding fundamental concepts and principles.  |
| 14. 1 2 3 4 5<br>15. 1 2 3 4 <b>8</b>     | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.  Learning to analyze ideas, arguments, and points of view.   |
| 15. 1 2 3 4 <b>6</b> 16. 1 2 3 4 <b>6</b> | Learning to analyze ideas, arguments, and points of view.  Learning to synthesize and integrate knowledge.  |
| 17. 1 2 3 4 5                             | Learning to conduct inquiry through methods of the field.   |
| 8. 1 2 3 4                                | Learning to evaluate the merits of ideas and competing claims.  |
| 9. 1 6 3 4 5                              | Developing skills in oral expression.   |
| 20. 1 2 4 5                               | Developing writing skills.  |
| Comments: (e.g., specific know            | rledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)   |
|   |   |
| Much better a                             | ndustanding of several heep political philosophies,   |
|   | site of the state |
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| Additional Comments/Suggest               | ions:   |
| 3500                                      |   |
|   |   |
|   |   |

| Instructor Name  | Course<br>Number   | Term                           | Out of Class<br>Work Time:                     | Student<br>Year                       | First<br>Major           | Second<br>Major          | Minor                    | Cert.                    |
|--|--|--------------------------------|--|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| wittel   | 4703   | Fall Spring                    | 0–1 hr/week                                    | ○ 1st                                 | 49                       | 0 0                      | 0 0                      | 00                       |
| Marking Instructions   | 11111  | Sum I Sum II                   | 3–5 hrs/week<br>6+ hrs/week                    | 2nd                                   | 1 1 2 2                  | 11                       | 11                       | 1 1                      |
| <ul> <li>Use a No. 2 pencil or blue or black ink pen only.</li> <li>Do not use pens with ink that scales theoreth the pencer.</li> </ul> | 3 3 3 3 3 3 3 4 4 4 4 5 5 5 5 5 5 5  | This Course                    |  | <ul><li>○ 3rd</li><li>○ 4th</li></ul> | 3 3 6 4 5 5              | 3 3<br>4 4<br>5 5        | 3 3 4 4 5 5 5            | 3 3 4 4 5 5              |
| soaks through the paper.  • Make no stray marks on this form.  CORRECT MARK:   | 6 6 6 6 6<br>7 7 7 7<br>8 8 8 8 8<br>9 9 9 9 9   |                                | or/Cert. Requirement<br>or/College Requirement | Grad Other                            | 6 6<br>7 7<br>8 8<br>9 8 | 6 6<br>7 7<br>8 8<br>9 9 | 6 6<br>7 7<br>8 8<br>9 9 | 6 6<br>7 7<br>8 8<br>9 9 |
| Overall Appraisal:  1. 1 2 9 4 5 Th 2. 1 2 3 9 5 Th  | •  | all appraisal of 2-Poor ourse. | the course/instructo<br>3-Adequa               | or using the fo<br>te 4-G             | ood<br>e quality o       |                          |                          |                          |
| Comments: (e.g., strong and were Wittel 15 very 1  great guestions huping us und   | enow tedgea<br>to make   | ble of the                     | the subject                                    | marter<br>one a                       | and<br>grea              | poce<br>1 1 or           | S<br>D                   | <b>)</b>                 |
| 01   | the next items, ch<br>1–Very Low   | naracterize this<br>2-Low      | s course using the fo<br>3–Moderate            | llowing code:<br>4–H                  | ligh                     | 5-Ve                     | ry High                  |                          |
| 4. 1 2 3 5 D   | mount of effort/wo<br>difficulty of the subj<br>ntellectual stimulat   | ject matter.                   |  |                                       |                          |                          |                          |                          |
| Comments: (e.g., amount and ty  This class real  are essential.  | STATE OF THE STATE |                                |  |                                       | Nead                     | dings                    |                          |                          |

| Course Dyn  | amics   | Or  | the next items, characterize this<br>1-Very Low 2-Low   |  |  |   |
|---|---|---|---|--|--|---|
| 1 2 3 4 5<br>7. 1 2 3 4 6<br>1 2 3 4 6<br>8. 1 2 3 4 6<br>9. 1 2 3 0 6<br>10. 1 2 3 7 5 | Instruct Instruct Instruct Particip Course Feedba | tor was entor was according to the was according to the contraction in the requirer ack on extends. | thusiastic about the course. (Inst.1) thusiastic about the course. (Inst.2) cessible outside of class. (Inst.1) cessible outside of class. (Inst.2) class discussion was encouraged. nents/expectations were clear. aminations/papers/performance w | 1 2 3 4 5 Instructo<br>1 2 3 4 5 Instructo<br>1 2 3 4 6 Instructo<br>1 2 3 4 5 Instructo | or was enthusiastic ab<br>or was enthusiastic ab<br>or was accessible outs | pout the course. (Inst.3) pout the course. (Inst.4) side of class. (Inst.3) |
| 11. 1234  | Metho   | ds of eval  | uating student work were fair and   | l appropriate.   |  |   |
| Comments: (e.g  | ., clarity a                                      | and organ   | ization of course, student/instructor   | r interaction)   |  |   |
| TARY.   |   |   |   |  |  |   |
| Appraisal   |   |   | th did this course contribute to you<br>f the learning objective was not re   |  | wing learning object   | tives?  |
| of Progres  | S:  | 1-Not   |   |  | 5-Very Highly  | N/A-Not Applicable  |
| 12. 1 2 3   |   | (5) N/  | 0   |  |  |   |
| 13. 1 2 3   |   | 5 N/  |   |  | iosto sossiCasitos   | dan an analilan   |
| 14. 1 2 3<br>15. 1 2 3  |   | 5 N   | 0 11 , 0 ,  |  |  | uon or problem.   |
| 16. 1 2 3   |   | 5 N/  |   |  | w.   |   |
| 17. 1 2 3   |   | 5   |   |  | eld.   |   |
| 18. 1 2 3   |   | (S) N/  |   |  |  |   |
| 19. 1 2 3   | 3 4   | 5   | Developing skills in oral expres  |  |  |   |
| 20. 1 2 3   |   | 5 N/  |   |  |  |   |
| Comments: (e.g  | ., specific                                       | c knowled   | ge, skills, etc. acquired, new appreci  | ation of/outlook on previ  | ous knowledge)   |   |
| Addistruct Co.  |   |   |   |  |  |   |
| Additional Com  | ments/Su  | uggestion   | 5:  |  |  |   |
| 1-11  |   |   |   |  |  |   |
|   |   |   |   |  |  |   |
| E PERSONAL PROPERTY.  |   |   |   |  |  |   |