

Course 4703

2009 Fall
Course Number: 4703

Department: POLSCI

Fall 2009

POLSCI 123D.01D
INTRO TO POLITICAL PHILOSOPHY
Primary Instructor 1: Wittels, William

Does this course fulfill a requirement towards:	Maj./Min./ Cert.	General Studies	Elective	Other	TOTAL	Class Size: SMALL				
	7	0	2	2	11	Frequency Rating for Overall Mean				

Students taking course for the purpose of:		Maj./Min./ Cert.	General Studies	Elective	Other	OVERALL	Frequency Rating for Overall Mean							
							1	2	3	4	5	N/A		
Overall Appraisal: 1- Very Poor 2- Poor 3- Adequate 4- Good 5- Excellent	Q1: The quality of this course	4.43	N/A	3.50	4.00	4.18	0	0	2	5	4			
	Q2: The quality of the instruction (Inst. 1)	4.43	N/A	3.50	4.00	4.18	0	0	2	5	4			
	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	N/A		
	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	N/A		
	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	N/A		
Course Characteristics: 1- Very Low; 2- Low 3- Moderate 4- High; 5- Very High	Q3: Amount of effort/work	3.71	N/A	3.50	3.50	3.64	0	1	4	4	2			
	Q4: Difficulty of the subject matter	4.14	N/A	4.50	3.50	4.09	0	0	2	6	3			
	Q5: Intellectual stimulation	4.71	N/A	4.00	4.50	4.55	0	0	1	3	7			
Course Dynamics 1- Very Low 2- Low 3- Moderate 4- High 5- Very High	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			
	Q7: Instructor was accessible outside of class (Inst. 1)	4.71	N/A	5.00	5.00	4.82	0	0	0	2	9			
	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	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	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								
	Q9: Course requirements/expectations were clear	4.83	N/A	3.50	4.50	4.50								
	Q10: Feedback on examinations/papers/performance was valuable	4.29	N/A	4.00	3.00	4.00								
Q11: Methods of evaluating student work were fair and appropriate	4.57	N/A	4.00	3.50	4.27									
Appraisal of progress: 1- Not at All 2- A Little 3- Moderately 4- Highly 5- Very Highly	Q12: Gaining factual knowledge	4.20	N/A	4.00	5.00	4.33	7	I	0	0	1	4	4	2
	Q13: Understanding fundamental concepts and principles	4.43	N/A	3.50	5.00	4.36	5	E	0	0	2	3	6	0
	Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem	4.50	N/A	4.50	5.00	4.56	4	I	0	0	1	2	6	2
	Q15: Learning to analyze ideas, arguments, and points of view	4.71	N/A	5.00	5.00	4.82	2	E	0	0	0	2	9	0
	Q16: Learning to synthesize and integrate knowledge	4.43	N/A	3.50	5.00	4.36	5	E	0	0	2	3	6	0
	Q17: Learning to conduct inquiry through methods of the field	5.00	N/A	N/A	5.00	5.00	1	E	0	0	0	0	4	7
	Q18: Learning to evaluate the merits of ideas and competing claims	4.71	N/A	4.50	5.00	4.73	3	E	0	0	0	3	8	0
	Q19: Developing skills in oral expression	3.60	N/A	N/A	N/A	3.60	9	I	1	1	0	0	3	6
	Q20: Developing writing skills	3.83	N/A	3.50	4.50	3.90	8	E	0	0	4	3	3	1
SACES Opt-in Status: Global Opt-in	How much time do you spend on this course outside of class? 1 = 0 to 1 hr/wk 2 = 1 to 3 hrs/wk 3 = 3 to 5 hrs/wk 4 = 6 or more	MEAN SCORE	2.14	N/A	2.00	2	2.09	3	1	8	2	0		
		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 hrs/wk						

Ranking Learning Objectives: Students' Progress vs. Importance to Course

Stu	Fac*
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* M = Minor or No Importance; I = Important; E = Essential

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.																																																																																										
Mr. W. Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input 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 checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	49																																																																																													
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: ●		This Course Fulfills A: <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td> </tr> </table>					0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9
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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 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)

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 checked="" type="radio"/> 4 | <input type="radio"/> 5 | N/A | Gaining factual knowledge. |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | N/A | Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input type="radio"/> 5 | N/A | Developing skills in oral expression. |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input 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.
Will Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input 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	49			
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
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	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 |
| | 1 | 2 | 3 | 4 | 5 | The quality of the instruction. (Inst.2) | 1 | 2 |
| | | | | | | | 3 | 4 |
| | | | | | | | 5 | 5 |
| | | | | | | | The quality of the instruction. (Inst.3) | 1 |
| | | | | | | | The quality of the instruction. (Inst.4) | 1 |

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
------------	-------	------------	--------	-------------

- | | | | | | | | | |
|----|---|---|-----|-----|-----|-----------------------------------|--|--|
| 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

- | | | | | | | | | | | | | |
|-----|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
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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

- | | | | | | | | |
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| 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. |
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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 checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective		0 0	0 0	0 0	0 0	0 0
	1 1 1 1 1			1 1	1 1	1 1	1 1	
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	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	

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

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

The Lectures where it looked like you had done some prior work went pretty well, however, about half appeared as if you hadn't done any. That's still alright because you were entertaining and that goes a long way.

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 checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | Amount of effort/work. | |
| 4. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | Difficulty of the subject matter. | |
| 5. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" 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 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 5 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 5 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.
Will Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input checked="" type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	31			
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
	2 2 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 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
	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 ● 5 The quality of this course.
2. 1 2 3 ● 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)

The discussions dragged sometimes because we didn't understand the texts that well. A short overview of the text and then pointed discussion questions would have helped more things along.

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 ● 3 4 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)

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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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)

More specific criticism on the papers would help.

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 checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | N/A | Gaining factual knowledge. |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input 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 type="radio"/> 5 | <input checked="" type="radio"/> 1 | 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 checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | N/A | Developing skills in oral expression. |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input 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

Wittels

Course Number

4	7	0	3
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Term

- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:

- 0-1 hr/week
- 1-3 hrs/week
- 3-5 hrs/week
- 6+ hrs/week

Student Year

- 1st
- 2nd
- 3rd
- 4th
- Grad
- Other

First Major

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Second Major

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Minor

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Cert.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	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: ●

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

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 checked="" type="radio"/> 4 | <input type="radio"/> 5 | Course requirements/expectations were clear. | | | | | | |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Feedback on examinations/papers/performance was valuable. | | | | | | |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 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. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input checked="" type="radio"/> 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 | <input checked="" type="radio"/> 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 type="radio"/> 5 | <input checked="" type="radio"/> 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 | <input checked="" type="radio"/> 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 | <input checked="" type="radio"/> 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 type="radio"/> 5 | <input checked="" type="radio"/> 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 | <input checked="" type="radio"/> 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 type="radio"/> 5 | <input checked="" type="radio"/> N/A | Developing skills in oral expression. |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 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)

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.
Will Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input 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	49			

Marking Instructions	0	1	2	3	4	5	6	7	8	9
Use a No. 2 pencil or blue or black ink pen only.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not use pens with ink that soaks through the paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make no stray marks on this form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CORRECT MARK:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This Course Fulfills A:
<input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> 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. <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 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
<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)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

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

- awesome

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

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

- I did a lot of thinking and work. Good course.

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)

- 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. 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)

- GREAT!

Additional Comments/Suggestions:

- A WE SOME!

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input 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	16			
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 2
	3 3 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 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 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 ● 5 The quality of this course.

2. 1 2 3 ● 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
------------	-------	------------	--------	-------------

3. 1 2 ● 4 5 Amount of effort/work.

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

5. 1 2 3 ● 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 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 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:

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input checked="" type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	31			
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
	2 2 2 2				2 2	2 2	2 2	2 2
	3 3 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 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)

Too many tangents — course did not discuss/clarify reading as often as I would have liked

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 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 checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input type="radio"/> 5 | Participation in class discussion was encouraged. | | | | | | |
| 9. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Course requirements/expectations were clear. | | | | | | |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Feedback on examinations/papers/performance was valuable. | | | | | | |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 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. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | N/A | Gaining factual knowledge. |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | N/A | Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 checked="" type="radio"/> 4 | <input 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 | | Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input 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 | | Developing skills in oral expression. |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input 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:

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 TA, great discussions

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)

Will is awesome and is a great teacher.
I learned a lot.

Additional Comments/Suggestions:

Give Will an award. Seriously.

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input 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 checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	16	33	31	
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: ●		This Course Fulfills A: <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective		(0-9) (0-9) (0-9) (0-9) (0-9) (0-9) (0-9) (0-9) (0-9)				

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) ● 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)

Will is the best TA ever.

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) (4) ● Amount of effort/work.
 4. (1) (2) (3) ● (5) 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)

a good amount of reading, but very interesting

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Wittels	4703	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input 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	49			
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
	2 2 2 2				2 2	2 2	2 2	2 2
	3 3 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 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)

Very enthusiastic, engaging, informed.

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 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)

Readings were very useful & followed course well

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 checked="" type="radio"/> 4 | <input type="radio"/> 5 | Feedback on examinations/papers/performance was valuable. | | | | | | |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Methods of evaluating student work were fair and appropriate. | | | | | | |

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

Instructor was very enthusiastic & engaging during discussion. Lessons were well planned & concepts were clearly explained.

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 type="radio"/> 5 | <input checked="" type="radio"/> 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 | <input type="radio"/> 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 type="radio"/> 5 | <input checked="" type="radio"/> 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 | <input type="radio"/> 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 | <input type="radio"/> 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 type="radio"/> 5 | <input checked="" type="radio"/> 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 | <input type="radio"/> N/A | Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> N/A | Developing skills in oral expression. |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> N/A | Developing writing skills. |

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

Much better understanding of several key political philosophers.

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.
Wittel	4703	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input checked="" type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	49			
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
	2 2 2 2				2 2	2 2	2 2	2 2
	3 3 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 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)

Wittel is very knowledgeable of the subject matter and poses great questions to make us think. He's done a great job of helping us understand things

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 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)

This class requires a lot of thought and the readings are essential.

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 checked="" type="radio"/> 4 <input 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 checked="" type="radio"/> 5 Course requirements/expectations were clear. | |
| 10. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <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)

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 checked="" type="radio"/> 4 <input type="radio"/> 5 | <input type="radio"/> N/A | Gaining factual knowledge. |
| 13. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 5 | <input type="radio"/> N/A | Understanding fundamental concepts and principles. |
| 14. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 5 | <input type="radio"/> 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 | <input type="radio"/> 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 checked="" type="radio"/> 5 | <input type="radio"/> 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 type="radio"/> 5 | <input checked="" type="radio"/> | 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 | <input type="radio"/> 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 type="radio"/> 5 | <input checked="" type="radio"/> | Developing skills in oral expression. |
| 20. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 5 | <input type="radio"/> N/A | Developing writing skills. |

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

Additional Comments/Suggestions: