

Spring 2011		POLSCI 123D.03D INTRO TO POLITICAL PHILOSOPHY Primary Instructor 1: Wittels, William		This course fulfills a requirement towards:			Maj./Min./Cert.			General Studies		Elective		Other		TOTAL		Class Size: Small				
		Mean scores for students taking course for the purpose of:			Maj./Min./Cert.	General Studies	Elective	Other	OVERALL	Frequency Rating for Overall Mean												
					Maj./Min./Cert.	General Studies	Elective	Other	OVERALL	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	4.00	N/A	4.00	4.30	0	0	0	7	3									
	Q2: The quality of the instruction (Inst. 1)			4.71	4.00	N/A	4.00	4.50	0	0	1	3	6									
	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			3.57	N/A	N/A	3.00	3.44	0	1	3	5	0									
	Q4: Difficulty of the subject matter			3.86	N/A	N/A	3.00	3.67	0	1	2	5	1									
	Q5: Intellectual stimulation			4.71	N/A	N/A	4.00	4.56	0	0	0	4	5									
Course Dynamics 1- Very Low 2- Low 3- Moderate 4- High 5- Very High	Q6: Instructor was enthusiastic about the course (Inst. 1)			4.86	N/A	N/A	4.50	4.78	0	0	0	2	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)			4.57	N/A	N/A	4.50	4.56	0	0	0	4	5									
	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	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	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	N/A								
	Q8: Participation in class discussion was encouraged			4.86	N/A	N/A	5.00	4.89	0	0	0	1	8									
	Q9: Course requirements/expectations were clear			4.00	N/A	N/A	4.50	4.11	0	0	3	2	4									
	Q10: Feedback on examinations/papers/performance was valuable			4.14	N/A	N/A	4.00	4.11	0	0	1	6	2									
Q11: Methods of evaluating student work were fair and appropriate			4.14	N/A	N/A	3.50	4.00	0	0	3	3	3										
Appraisal of progress: 1- Not at All 2- A Little 3- Moderately 4- Highly 5- Very Highly	Q12: Gaining factual knowledge			4.60	N/A	N/A	3.50	4.29	6	I	0	0	1	3	3	2						
	Q13: Understanding fundamental concepts and principles			4.67	N/A	N/A	4.50	4.63	1	E	0	0	0	3	5	1						
	Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem			4.57	N/A	N/A	4.00	4.44	4	E	0	0	0	5	4	0						
	Q15: Learning to analyze ideas, arguments, and points of view			4.71	N/A	N/A	4.00	4.56	3	E	0	0	0	4	5	0						
	Q16: Learning to synthesize and integrate knowledge			4.83	N/A	N/A	4.00	4.63	1	E	0	0	0	3	5	1						
	Q17: Learning to conduct inquiry through methods of the field			4.00	N/A	N/A	3.00	3.71	9	E	0	1	2	2	2	2						
	Q18: Learning to evaluate the merits of ideas and competing claims			4.29	N/A	N/A	4.50	4.33	5	E	0	0	1	4	4	0						
	Q19: Developing skills in oral expression			4.50	N/A	N/A	3.50	4.25	7	E	0	0	1	4	3	1						
	Q20: Developing writing skills			4.14	N/A	N/A	2.50	3.78	8	E	1	0	1	5	2	0						
SAGES Opt-in Status:	How much time do you spend on this course outside of class?								Faculty													
	1 = 0 to 1 hr/wk 2 = 1 to 3 hrs/wk 3 = 3 to 5 hrs/wk 4 = 6 or more hrs/wk			MEAN SCORE	2.14	3.00	N/A	2	2.2	3	0	8	2	0								
			MEAN RESPONSE	1 to 3 hrs/wk	3 to 5 hrs/wk	N/A	1 to 3 hrs/wk	1 to 3 hrs/wk	3 to 5 hrs/wk													

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

# Trinity College Student Course Evaluation Form

<b>Instructor Name</b> <u>WITTELS</u>	<b>Course Number</b> <u>6826</u>	<b>Term</b> <input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<b>Out of Class Work Time:</b> <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	<b>Student Year</b> <input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<b>First Major</b> <u>31</u>	<b>Second Major</b> <u>  </u>	<b>Minor</b> <u>  </u>	<b>Cert.</b> <u>69</u>
		<b>This Course Fulfills A:</b> <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective						

### 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
1	1	1	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	9

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

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

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

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

### 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)

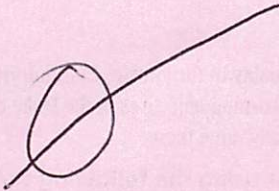
## Course Dynamics:

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

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



Additional Comments/Suggestions:



# Trinity College Student Course Evaluation Form

**Instructor Name**

William Wittels

**Course Number**

06826

**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**

31

**Second 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:** ●

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

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

6826

**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**

31

**Second Major**

~~31~~

**Minor**

**Cert.**

69

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**CORRECT MARK:** ●

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

### This Course Fulfills A:

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

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

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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. 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.
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11. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

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

## Appraisal of Progress:

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

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

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

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

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

**Instructor Name**

William Wittels

**Course Number**

06826

**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:** ●

0	0	0	0	0
1	1	1	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	9

### This Course Fulfills A:

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

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

## Overall Appraisal:

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

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

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

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

## Course Characteristics:

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

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

3.  1    2    3    4    5 Amount of effort/work.  
 4.  1    2    3    4    5 Difficulty of the subject matter.  
 5.  1    2    3    4    5 Intellectual stimulation.

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



## Course Dynamics:

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

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

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

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

## Appraisal of Progress:

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

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

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

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

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

**Instructor Name**

Will Wittels

**Course Number**

06826

**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**

36

**Second Major**

**Minor**

31

**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:** ●

0	0	0	0	0
1	1	1	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	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)
- 3.  1  2  3  4  5 The quality of the instruction. (Inst.2)
- 4.  1  2  3  4  5 The quality of the instruction. (Inst.3)
- 5.  1  2  3  4  5 The quality of the instruction. (Inst.4)

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

Fantastic instructor, tried to make somewhat mundane subjects & literature very interesting & engaging

**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)

lots of reading but all relevant

## 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 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 4 5 Course requirements/expectations were clear.
10. 1 2 3 5 Feedback on examinations/papers/performance was valuable.
11. 1 2 4 5 Methods of evaluating student work were fair and appropriate.

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

could tell he was passionate  
very engaging, encouraged 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. 1 2 3 4 5 5 Gaining factual knowledge.
13. 1 2 3 4 5 5 Understanding fundamental concepts and principles.
14. 1 2 3 4 5 5 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 5 5 N/A Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 5 5 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 5 N/A Learning to evaluate the merits of ideas and competing claims.
19. 1 2 3 4 5 5 N/A Developing skills in oral expression.
20. 1 2 3 4 5 5 N/A Developing writing skills.

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

Additional Comments/Suggestions:

awesome TA!

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittels	6826	<input type="radio"/> Fall <input checked="" 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	22			
<b>Marking Instructions</b> • 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. <b>CORRECT MARK:</b> ●	0 0 0 0 0				0 0	0 0	0 0	0 0
	1 1 1 1 1				1 1	1 1	1 1	1 1
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	3 3 3 3 3				3 3	3 3	3 3	3 3
	4 4 4 4 4				4 4	4 4	4 4	4 4
	5 5 5 5 5				5 5	5 5	5 5	5 5
	6 6 6 6 6				6 6	6 6	6 6	6 6
	7 7 7 7 7				7 7	7 7	7 7	7 7
	8 8 8 8 8				8 8	8 8	8 8	8 8
	9 9 9 9 9				9 9	9 9	9 9	9 9

**This Course Fulfills A:**

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

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

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

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

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

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

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

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

Very good at answering questions, very knowledgeable

**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)

Lots of information to fit into a semester.

## 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)

He was very good at giving questions for discussion but sometimes the questions seemed really advanced.

## 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)

Too much material for one semester.

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

**Instructor Name**

*William Wittels*

**Course Number**

6 8 2 6

**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**

3 1

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 0                                | 0                                |
| 1                                | <input checked="" type="radio"/> |
| 2                                | 2                                |
| <input checked="" type="radio"/> | 3                                |
| 4                                | 4                                |
| 5                                | 5                                |
| 6                                | 6                                |
| 7                                | 7                                |
| 8                                | 8                                |
| 9                                | 9                                |

**Second Major**

1 6

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 0                                | 0                                |
| <input checked="" type="radio"/> | 1                                |
| 2                                | 2                                |
| 3                                | 3                                |
| 4                                | 4                                |
| 5                                | 5                                |
| 6                                | <input checked="" type="radio"/> |
| 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:** ●

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|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 0 | 0                                | 0                                | 0                                | 0                                |
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| 2 | 2                                | 2                                | <input checked="" type="radio"/> | 2                                |
| 3 | 3                                | 3                                | 3                                | 3                                |
| 4 | 4                                | 4                                | 4                                | 4                                |
| 5 | 5                                | 5                                | 5                                | 5                                |
| 6 | <input checked="" type="radio"/> | 6                                | 6                                | <input checked="" type="radio"/> |
| 7 | 7                                | 7                                | 7                                | 7                                |
| 8 | 8                                | <input checked="" type="radio"/> | 8                                | 8                                |
| 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 knowledgeable and approachable; clearly and fully communicates information*

**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. 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 5 Course requirements/expectations were clear.
10. 1 2 3 5 Feedback on examinations/papers/performance was valuable.
11. 1 2 4 5 Methods of evaluating student work were fair and appropriate.

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

Very accessible and enthusiastic about the course. However, a hard grader; critique on paper based on partial arguments, single sentences, not the main full argument.

## Appraisal of Progress:

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

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

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

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

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.																																																																																										
Will W. Hek	6826	<input type="radio"/> Fall <input checked="" 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	31	16																																																																																												
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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:** ●

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

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. <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 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.  | <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 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)

## 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 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)

*Great discussion, don't change the free-format teaching style.  
Look forward to taking matter of your classes soon.*

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	06826	<input type="radio"/> Fall <input checked="" 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	11		38	76
<b>Marking Instructions</b> • 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.  <b>CORRECT MARK:</b> ●	● 0 0 0 0 0				0 0	0 0	0 0	0 0
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	9 9 9 9 9				9 9	9 9	9 9	9 9
		<b>This Course Fulfills A:</b> <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. 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)

expects talking & then no one talks

**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 ● 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)

Lots of reading

## 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)

food 

## Appraisal of Progress:

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

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

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

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

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.																																																																																																																																																																																																						
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<b>Marking Instructions</b> • 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. <b>CORRECT MARK:</b> ●	<table border="1" style="width: 100%; text-align: center;"> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> </table>	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	<b>This Course Fulfills A:</b> <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective	<table border="1" style="width: 100%; text-align: center;"> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> </table>	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	<table border="1" style="width: 100%; text-align: center;"> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> </table>	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	<table border="1" style="width: 100%; text-align: center;"> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> </table>	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	<table border="1" style="width: 100%; text-align: center;"> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><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></tr> </table>	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
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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
-------------	--------	------------	--------	-------------

- |   |  |   |
|---|--|---|
| 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 |
|   | 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)

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

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

## 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 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"/> 5                         | <input checked="" 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 checked="" 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 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 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 checked="" 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 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 checked="" type="radio"/> 5                         | <input checked="" type="radio"/> N/A | Developing skills in oral expression.  |
| 20. <input type="radio"/> 1 <input type="radio"/> 2 <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:

