

# Trinity College Student Course Evaluation Form

<b>Instructor Name</b> Wittels	<b>Course Number</b> 6594	<b>Term</b> <input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<b>Out of Class Work Time:</b> <i>(discussion)</i> <input checked="" type="radio"/> 0-1 hr/week <input 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 type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<b>First Major</b> 31	<b>Second Major</b>	<b>Minor</b>	<b>Cert.</b>																																																																																										
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<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. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 | <input checked="" type="radio"/> 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"/> 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"/> The quality of the instruction. (Inst.3)            |   |
|  | <input type="radio"/> The quality of the instruction. (Inst.4)            |   |

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

-No real complaints. Filled gaps in discussion, encouraged participation, explained material well

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

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

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

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

**Appraisal of Progress:**

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

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

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

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

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittels	6594	<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 type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	33	31		
<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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**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 |
| 1 2 3 4 5    | The quality of the instruction. (Inst.2) | 1 2 3 4 5 |
| 1 2 3 4 5    | The quality of the instruction. (Inst.3) | 1 2 3 4 5 |
| 1 2 3 4 5    | The quality of the instruction. (Inst.4) | 1 2 3 4 5 |

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

Will leads discussions very well and engages everyone, making sure to connect opinions and clarify class material

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

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

- |              |                                   |  |
|--------------|-----------------------------------|--|
| 3. 1 ● 3 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)

*Feedback on drafts was particularly valuable*

## 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.
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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:

*Thank you!*

# 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	6594	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input checked="" type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	33	31	22	
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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 ● 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 was great - awesome TA, initiated great discussion, questions.

**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 ● 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)

- Discussion in class

## 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)   |
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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

- |  |     |  |
|--|-----|--|
| 12. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" 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"/> 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"/> 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.  |
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| 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 type="radio"/> 3 <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 checked="" type="radio"/> 5                         | N/A | Developing writing skills.   |

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

<b>Instructor Name</b> <u>Wittles</u>	<b>Course Number</b> <u>6594</u>	<b>Term</b> <input type="radio"/> Fall <input checked="" 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> <input type="text"/>	<b>Minor</b> <u>17</u>	<b>Cert.</b> <input type="text"/>																																																																																																				
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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. | 1 | 2 | 3 | <input checked="" type="radio"/> 4 | 5 | The quality of this course.              |
| 2. | 1 | 2 | 3 | <input checked="" type="radio"/> 4 | 5 | The quality of the instruction. (Inst.1) |
|    | 1 | 2 | 3 | 4                                  | 5 | The quality of the instruction. (Inst.2) |
|    | 1 | 2 | 3 | 4                                  | 5 | The quality of the instruction. (Inst.3) |
|    | 1 | 2 | 3 | 4                                  | 5 | The quality of the instruction. (Inst.4) |

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

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





## 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  6  Learning to conduct inquiry through methods of the field.
18.  1  2  3  4  5  N/A Learning to evaluate the merits of ideas and competing claims.
19.  1  2  3  4  5  Developing skills in oral expression.
20.  1  2  3  4  5  Developing writing skills.

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittels, William	6594	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input checked="" type="radio"/> 0-1 hr/week <input 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	44			
<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 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 ● 4 5 ● 5 5 5 ● 6 6 6 6 7 7 7 7 7 8 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			0 0 1 1 2 2 3 3 ● 4 5 5 6 6 7 7 8 8 9 ●	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 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 | ● | The quality of this course.              |   |   |
| 2. | 1 | 2 | 3 | 4 | ● | The quality of the instruction. (Inst.1) | 1 | 2 |
|    | 1 | 2 | 3 | 4 | 5 | The quality of the instruction. (Inst.2) | 1 | 2 |
|    | 1 | 2 | 3 | 4 | 5 | The quality of the instruction. (Inst.3) | 1 | 2 |
|    | 1 | 2 | 3 | 4 | 5 | The quality of the instruction. (Inst.4) | 1 | 2 |

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

Really nice guy who engages the entire class and brings everyone into the discussion. Also very knowledgeable about the subject.

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

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

<b>Instructor Name</b> WITTLES	<b>Course Number</b> 6594	<b>Term</b> <input type="radio"/> Fall <input checked="" 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 type="radio"/> 3rd <input checked="" type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<b>First Major</b> 33	<b>Second Major</b> 31	<b>Minor</b>	<b>Cert.</b>	
<b>Marking Instructions</b>		<b>This Course Fulfills A:</b>							
<ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> ●</p>		<ul style="list-style-type: none"> <li>● Major/Minor/Cert. Requirement</li> <li>○ Curriculum/College Requirement</li> <li>○ Elective</li> </ul>							

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)

Boring arrangement & presentation of topics

**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)

Good balance of work load

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

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

More feedback on papers would have been valuable.

**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       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

<b>Instructor Name</b> Wittels	<b>Course Number</b> 6594	<b>Term</b> <input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<b>Out of Class Work Time:</b> <input checked="" type="radio"/> 0-1 hr/week <input 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 checked="" type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<b>First Major</b> 31	<b>Second Major</b> 	<b>Minor</b> 	<b>Cert.</b> 78	
<b>Marking Instructions</b>		<b>This Course Fulfills A:</b>							
<ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> ●</p>		<ul style="list-style-type: none"> <li><input type="radio"/> Major/Minor/Cert. Requirement</li> <li><input type="radio"/> Curriculum/College Requirement</li> <li><input type="radio"/> Elective</li> </ul>							

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)

Will led interesting discussions and facilitated the class very well.

**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)

Reading was very stimulating. Discussions were thought provoking.

## 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)

Will was available to meet and very helpful.

## Appraisal of Progress:

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

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

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.  1  2  3  4  5 N/A Gaining factual knowledge.
13.  1  2  3  4  5 N/A Understanding fundamental concepts and principles.
14.  1  2  3  4  5 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15.  1  2  3  4  5 N/A Learning to analyze ideas, arguments, and points of view.
16.  1  2  3  4  5 N/A Learning to synthesize and integrate knowledge.
17.  1  2  3  4  5 N/A Learning to conduct inquiry through methods of the field.
18.  1  2  3  4  5 N/A Learning to evaluate the merits of ideas and competing claims.
19.  1  2  3  4  5  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.
W.I. Wittels	6594	<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 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			
<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
	2 2 2 2 2				2 2	2 2	2 2	2 2
	3 3 3 3 3				3 3	3 3	3 3	3 3
	4 4 4 4 4				4 4	4 4	4 4	4 4
	5 5 5 5 5				5 5	5 5	5 5	5 5
	6 6 6 6 6				6 6	6 6	6 6	6 6
	7 7 7 7 7				7 7	7 7	7 7	7 7
	8 8 8 8 8				8 8	8 8	8 8	8 8
	9 9 9 9 9				9 9	9 9	9 9	9 9

**This Course Fulfills A:**

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

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

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

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

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

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

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

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

Thoughtful, Good examples/references

**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)

*Food was awesome.*

## Appraisal of Progress:

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

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

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

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

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Wittels	6594	<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 type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	31	34		
<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
	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 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 |
| 1 2 3 4 5    | The quality of the instruction. (Inst.2) | 1 2 3 4 5 |
|              | The quality of the instruction. (Inst.3) | 1 2 3 4 5 |
|              | The quality of the instruction. (Inst.4) | 1 2 3 4 5 |

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

engages with students well w/out sacrificing content

**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 ● 4 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)

mix of theoretical and practical

## 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

<b>Instructor Name</b> <u>Will Wittels</u>	<b>Course Number</b> <u>6594</u>	<b>Term</b> <input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<b>Out of Class Work Time:</b> <input checked="" type="radio"/> 0-1 hr/week <input 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 checked="" type="radio"/> 2nd <input 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>05</u>	<b>Cert.</b> <u>  </u>																																																																																																																																																						
<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> ●		<b>This Course Fulfills A:</b> <input 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><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><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><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><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><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><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><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><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><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><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	0	0	0	0	0	0	1	1	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	2	2	3	3	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	4	4	5	5	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	6	6	7	7	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	8	8	9	9	9	9	9	9	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
-------------	--------	------------	--------	-------------

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

debates were helpful, discussion good, kept class  
~~at~~ entertaining

**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. | 1 | 2 | 3 | 4 | 5 |
| 5. | 1 | 2 | 3 | 4 | 5 | Intellectual stimulation.         | 1 | 2 | 3 | 4 | 5 |

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 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 checked="" type="radio"/> 2 <input type="radio"/> 3 <input 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)

I felt like feedback on papers wasn't totally clear and it was hard to make a point where to someone who knows so much more about the subject matter.

## 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 type="radio"/> 4 <input checked="" 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 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 | <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"/> 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 Wittles	6594	<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	31																																																				
<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; font-size: small;"> <tr><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></tr> <tr><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></tr> <tr><td>4</td><td>4</td><td>4</td><td>●</td><td>4</td></tr> <tr><td>5</td><td>●</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>●</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></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>●</td><td>9</td><td>9</td></tr> </table>	0	0	0	0	0	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	4	●	4	5	●	5	5	5	●	6	6	6	6	7	7	7	7	7	8	8	8	8	8	9	9	●	9	9	<b>This Course Fulfills A:</b> <input type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective					
0	0	0	0	0																																																					
1	1	1	1	1																																																					
2	2	2	2	2																																																					
3	3	3	3	3																																																					
4	4	4	●	4																																																					
5	●	5	5	5																																																					
●	6	6	6	6																																																					
7	7	7	7	7																																																					
8	8	8	8	8																																																					
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 | ● | The quality of this course.              |   |   |
| 2. | 1 | 2 | 3 | 4 | ● | The quality of the instruction. (Inst.1) | 1 | 2 |
|    | 1 | 2 | 3 | 4 | 5 | The quality of the instruction. (Inst.2) | 1 | 2 |
|    | 1 | 2 | 3 | 4 | 5 | The quality of the instruction. (Inst.3) | 1 | 2 |
|    | 1 | 2 | 3 | 4 | 5 | The quality of the instruction. (Inst.4) | 1 | 2 |

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

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

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

loved the topics

## Course Dynamics:

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

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

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

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

## Appraisal of Progress:

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

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

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

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

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

Additional Comments/Suggestions:



# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittels	6594	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input checked="" type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	31			69
<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	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 3
	4 4 4 4 4				4 4	4 4	4 4	4 4
	5 5 ● 5 5				5 5	5 5	5 5	5 5
	6 ● 6 6 6				6 6	6 6	6 6	6 ●
	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 ●

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)

Great teacher, fun

**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 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)

Stretched my mind

**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)

*lots of enthusiasm*

**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)

*Wonderful discussion section, one of the best TA's I've had*

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 Witzel	6594	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input checked="" type="radio"/> 0-1 hr/week <input 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		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
	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 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

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)

Instructor was very passionate and 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 ● 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)

Brought up very interesting intellectual discussions.  
Some readings were significantly better than others

## 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  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)

good organization, responded promptly to email.

## 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)

part of a critical thinking problem

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
William Wittles	6594	<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 type="radio"/> 3-5 hrs/week <input checked="" 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	31	16	
<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> ●								
<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. <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) |
| 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.2) |
| 4. <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) |
| 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.4) |

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

Really engaging, kept class attention and discussion going, challenged us and genuinely cared about our perspectives

**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 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)

Philosophy provides a great amount of intellectual stimulation.

## 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  5 Methods of evaluating student work were fair and appropriate.

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

Paper expectations could have been more clear, but otherwise organization and clarity were good.

## 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: