

# 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 Whittels	5236	<input checked="" type="radio"/> Fall <input 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	1st	3 3	3 1		6 9
Marking Instructions	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	<b>This Course Fulfills A:</b> <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective		2nd	1 1	1 1	1 1	1 1
• 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> ●				3rd	2 2	2 2	2 2	2 2
				4th	3 3	3 3	3 3	3 3
				Grad	4 4	4 4	4 4	4 4
				Other	5 5	5 5	5 5	5 5
					6 6	6 6	6 6	6 6
					7 7	7 7	7 7	7 7
					8 8	8 8	8 8	8 8
					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.

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

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

**Overall Appraisal:**

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

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

Will is great - he is so passionate about political thought  
 so easy to relate to  
 class very conversational - best small group learning  
 experience I've had at Duke

**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.	1	2	3	4	5
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)

Reading necessary for assignments  
 Discussion based on applying reading concepts to real  
 life → very engaging

**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 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | Participation in class discussion was encouraged.             |   |   |   |   |   |  |
| 9.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Course requirements/expectations were clear.                  |   |   |   |   |   |  |
| 10. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Feedback on examinations/papers/performance was valuable.     |   |   |   |   |   |  |
| 11. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Methods of evaluating student work were fair and appropriate. |   |   |   |   |   |  |

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

*Always available /flexible*

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

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

*Better understanding of foundations of political thought*

Additional Comments/Suggestions:

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Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittel	8 2 3 6	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	0-1 hr/week 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week 6+ hrs/week	1st	3 4			
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	1 1 1 1 1			3rd	1 1	1 1	1 1	1 1
	2 2 ● 2 2			4th	2 2	2 2	2 2	2 2
	3 3 3 ● 3		<b>This Course Fulfills A:</b> <input checked="" type="checkbox"/> Major/Minor/Cert. Requirement <input type="checkbox"/> Curriculum/College Requirement <input type="checkbox"/> Elective	Grad	● 3	3 3	3 3	3 3
	4 4 4 4 4			Other	4 ●	4 4	4 4	4 4
	5 5 5 5 5				5 5	5 5	5 5	5 5
	6 6 6 6 ●				6 6	6 6	6 6	6 6
	7 7 7 7 7				7 7	7 7	7 7	7 7
	8 ● 8 8 8				8 8	8 8	8 8	8 8
9 9 9 9 9				9 9	9 9	9 9	9 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	
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1. 1 2 3 4 ● The quality of this course.

2. 1 2 3 4 ● The quality of the instruction. (Inst.1) 1 2 3 4 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 knowledgeable, thoughtful + helpful.  
Very responsive to 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	
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3. 1 2 3 ● 5 Amount of effort/work.

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

5. 1 2 3 ● Intellectual stimulation.

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

Lots of thinking around cross cultural/historical application of Ancient Political Figures. Very 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 | <input checked="" type="radio"/> | Instructor was enthusiastic about the course. (Inst.1)        | 1 | 2 | 3 | 4 | 5 | Instructor was enthusiastic about the course. (Inst.3) |
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|     | 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 | <input checked="" type="radio"/> | Participation in class discussion was encouraged.             |   |   |   |   |   |  |
| 9.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Course requirements/expectations were clear.                  |   |   |   |   |   |  |
| 10. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Feedback on examinations/papers/performance was valuable.     |   |   |   |   |   |  |
| 11. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Methods of evaluating student work were fair and appropriate. |   |   |   |   |   |  |

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

Well organized, good instruction, Would definitely take a course by this person again

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

**Course Dynamics:**

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

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

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

**Appraisal of Progress:**

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

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

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- |     |   |   |                                  |                                  |   |                                  |  |
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| 18. | 1 | 2 | 3                                | <input checked="" type="radio"/> | 5 | N/A                              | Learning to evaluate the merits of ideas and competing claims.                                     |
| 19. | 1 | 2 | <input checked="" type="radio"/> | 4                                | 5 | N/A                              | Developing skills in oral expression.  |
| 20. | 1 | 2 | <input checked="" type="radio"/> | 4                                | 5 | N/A                              | Developing writing skills.   |

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

Additional Comments/Suggestions:

**Course Dynamics:**

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

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

- 6. 1 2 3 4  Instructor was enthusiastic about the course. (Inst.1)      1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.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  Instructor was accessible outside of class. (Inst.1)      1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
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- 8. 1 2 3 4  Participation in class discussion was encouraged.
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- 11. 1 2 3 4  Methods of evaluating student work were fair and appropriate.

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

*Class contained structured time for discussion every period.  
This was helpful for keeping the class engaged.*

**Appraisal of Progress:**

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- 19. 1 2 3 4  5 N/A Developing skills in oral expression.
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Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

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**Overall Appraisal:**      1-Very Poor      2-Poor      3-Adequate      4-Good      5-Excellent

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

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

Will is a great professor, engaging & witty.  
 Sometimes the readings were a bit much, but we went over them in class.

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

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

Readings were long sometimes but manageable I didn't read everything but we went over them in class so that was good.

**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 | 1 | 2 | 3 | 4 | 5 |
|     | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7.  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|     | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8.  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9.  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 10. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 11. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

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

**Appraisal of Progress:**

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

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

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

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

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

**Additional Comments/Suggestions:**



# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
William Wittels	8236	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	1st  <input checked="" type="radio"/> 2nd  3rd  4th  Grad  Other	<input type="radio"/> 0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9

**Marking Instructions**

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

**This Course Fulfills A:**

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

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

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

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

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

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

Instruction was great but sometimes class discussions more less than interesting

**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 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Amount of effort/work.	1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Difficulty of the subject matter.	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.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | Participation in class discussion was encouraged.      |   |   |   |   |   |  |  |
| 9.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Course requirements/expectations were clear.           |   |   |   |   |   |  |  |
| 10. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5  | Feedback on examinations/papers/performance was valuable.     |   |   |   |   |  |  |
| 11. | 1 | 2 | 3 | 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. | 1 | 2 | <input checked="" type="radio"/> | 4                                | 5                                | N/A | Gaining factual knowledge.   |  |
| 13. | 1 | 2 | <input checked="" type="radio"/> | 4                                | 5                                | N/A | Understanding fundamental concepts and principles.   |  |
| 14. | 1 | 2 | <input checked="" type="radio"/> | 4                                | 5                                | N/A | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |  |
| 15. | 1 | 2 | 3                                | 4                                | <input checked="" type="radio"/> | 5   | N/A  | Learning to analyze ideas, arguments, and points of view.      |
| 16. | 1 | 2 | 3                                | <input checked="" type="radio"/> | 5                                | N/A | Learning to synthesize and integrate knowledge.  |  |
| 17. | 1 | 2 | <input checked="" type="radio"/> | 4                                | 5                                | N/A | Learning to conduct inquiry through methods of the field.  |  |
| 18. | 1 | 2 | 3                                | 4                                | <input checked="" type="radio"/> | 5   | N/A  | Learning to evaluate the merits of ideas and competing claims. |
| 19. | 1 | 2 | <input checked="" type="radio"/> | 4                                | 5                                | N/A | Developing skills in oral expression.  |  |
| 20. | 1 | 2 | 3                                | 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)

*the ethics discussions were new to me and very interesting*

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	8 2 3 6	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	0-1 hr/week 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week 6+ hrs/week	1st	2 2	3 1		
<b>Marking Instructions</b>  <input type="radio"/> Use a No. 2 pencil or blue or black ink pen only. <input type="radio"/> Do not use pens with ink that soaks through the paper. <input type="radio"/> 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 3 3 ● 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 ● 6 7 7 7 7 7 ● 8 8 8 8 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	<input checked="" type="radio"/> 4th  Grad  Other	2nd  3rd  4th  Grad  Other	0 0 1 1 ● ● 3 3 4 4 5 5 6 6 7 7 8 8 9 9	0 0 1 ● 2 2 ● 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	●	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)	

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

I've had Will as a TA two times before this class and he was a better professor than at least one of the professor's he TA'd for. One of the better and more interesting professors I've had at Duke.

**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)**

# 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	6236	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	0-1 hr/week 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week 6+ hrs/week	1st  2nd  <input checked="" type="radio"/> 3rd  4th  Grad  Other	33		31	
<b>Marking Instructions</b>	0 0 0 0 0 1 1 1 1 1 2 <input checked="" type="radio"/> 2 2 2 3 3 <input checked="" type="radio"/> 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 <input checked="" type="radio"/> 7 7 7 7 7 <input checked="" type="radio"/> 8 8 8 8 9 9 9 9 9				0 0 1 1 2 2 <input checked="" type="radio"/> 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 <input checked="" type="radio"/> 1 2 2 3 <input checked="" type="radio"/> 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
<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> <input checked="" type="radio"/></p>								
		<b>This Course Fulfills A:</b> 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	<input checked="" type="radio"/>	5	The quality of this course.					
2.	1	2	3	<input checked="" type="radio"/>	4	1	2	3	4	5	The quality of the instruction. (Inst.3)
	1	2	3	<input type="radio"/>	4	1	2	3	4	5	The quality of the instruction. (Inst.4)

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

I liked how the in-class discussions were very free-form. Perhaps a powerpoint/outline for the lecture portion would help students follow along.

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

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

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

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

**Course Dynamics:**

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

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

- |     |   |   |   |   |                                  |   |   |   |   |   |   |   |
|-----|---|---|---|---|----------------------------------|---|---|---|---|---|---|---|
| 6.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | Participation in class discussion was encouraged.         |   |   |   |   |   |   |
| 9.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Course requirements/expectations were clear.              |   |   |   |   |   |   |
| 10. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Feedback on examinations/papers/performance was valuable. |   |   |   |   |   |   |
| 11. | 1 | 2 | 3 | 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. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Gaining factual knowledge.   |
| 13. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Understanding fundamental concepts and principles.   |
| 14. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Learning to analyze ideas, arguments, and points of view.  |
| 16. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Learning to synthesize and integrate knowledge.  |
| 17. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Learning to conduct inquiry through methods of the field.  |
| 18. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Learning to evaluate the merits of ideas and competing claims.                                     |
| 19. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Developing skills in oral expression.  |
| 20. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 5 | N/A | Developing writing skills.   |

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

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.	
William Wittels	8 2 3 4	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	0-1 hr/week 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week 6+ hrs/week	1st	3 1		2 9		
<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			2nd	1 ●	1 1	1 1	1 1	
	1 1 1 1 1			3rd	2 2	2 2	<input checked="" type="radio"/> 2	2 2	
	2 <input checked="" type="radio"/> 2 2 2		<b>This Course Fulfills A:</b>  <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective	4th	<input checked="" type="radio"/> 3	3 3	3 3	3 3	3 3
	3 3 ● 3 3			Grad	4 4	4 4	4 4	4 4	4 4
	4 4 4 4 4			Other	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				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
	<input checked="" type="radio"/> 8 8 8 8				9 9	9 9	9 9	9 ●	9 9
9 9 9 9 9									

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

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

**Overall Appraisal:**      1-Very Poor      2-Poor      3-Adequate      4-Good      5-Excellent

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

*Great guy. Lectures are very well researched. Class flows well. Course readings are well chosen and appropriate.*

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

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

*Great intellectual stimulation, almost all readings and assignments were useful. Some readings a little too long.*

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wheles, Will	8234	<input checked="" type="radio"/> Fall	0-1 hr/week	1st	33		80	
	0 0 0 0 0	Spring	1-3 hrs/week	2nd	0 0	0 0	0 <input checked="" type="radio"/>	0 0
	1 1 1 1 1	Sum I	<input checked="" type="radio"/> 3-5 hrs/week	3rd	1 1	1 1	1 1	1 1
	2 2 <input checked="" type="radio"/> 2 2	Sum II	6+ hrs/week	4th	2 2	2 2	2 2	2 2
	3 3 3 <input checked="" type="radio"/> 3			Grad	<input checked="" type="radio"/> 3 <input checked="" type="radio"/> 3	3 3	3 3	3 3
	4 4 4 4 4			Other	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 <input checked="" type="radio"/>				6 6	6 6	6 6	6 6
	7 7 7 7 7				7 7	7 7	7 7	7 7
	8 <input checked="" type="radio"/> 8 8 8				8 8	8 8	<input checked="" type="radio"/> 8	8 8
	9 9 9 9 9				9 9	9 9	9 9	9 9

**Marking Instructions**

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

**CORRECT MARK:** ●

**This Course Fulfills A:**  
 Major/Minor/Cert. Requirement  
 Curriculum/College Requirement  
 Elective

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

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

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

**Overall Appraisal:**

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

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

Will was very enthusiastic, highly organized, and extremely helpful in breaking down ancient political theory in a fun & relatable way.

**Course Characteristics:**

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

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

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

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

**Course Dynamics:**

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

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

- |     |   |   |   |   |                                  |   |   |   |   |   |   |  |
|-----|---|---|---|---|----------------------------------|---|---|---|---|---|---|--|
| 6.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | Participation in class discussion was encouraged.             |   |   |   |   |   |  |
| 9.  | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Course requirements/expectations were clear.                  |   |   |   |   |   |  |
| 10. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | Feedback on examinations/papers/performance was valuable.     |   |   |   |   |   |  |
| 11. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | 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 | <input checked="" type="radio"/> | N/A | Gaining factual knowledge.   |
| 13. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | N/A | Understanding fundamental concepts and principles.   |
| 14. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | N/A | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | N/A | Learning to analyze ideas, arguments, and points of view.  |
| 16. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | N/A | Learning to synthesize and integrate knowledge.  |
| 17. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | N/A | Learning to conduct inquiry through methods of the field.  |
| 18. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | N/A | Learning to evaluate the merits of ideas and competing claims.                                     |
| 19. | 1 | 2 | 3 | 4 | <input checked="" type="radio"/> | N/A | Developing skills in oral expression.  |
| 20. | 1 | 2 | 3 | 4 | <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:**