Trinity College Student Course Evaluation Form

Instructor Name

Will Wittler

Course Number

Term
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hr/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

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

First Major **Second Major** **Minor** **Cert.**

Marking Instructions

* Use a No. 2 pencil or blue or black ink pen only.

* Do not use pens with ink that soaks through the paper.

* Make no stray marks on this form.

CORRECT MARK: ●

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

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

Overall Appraisal:

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

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

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

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

Course Characteristics:

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

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

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

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

Course Dynamics:

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

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

6. 1 2 3 • 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 • 5 Instructor was enthusiastic about the course. (Inst.2)   1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
7. 1 2 3 • ⑤ Instructor was accessible outside of class. (Inst.1)   1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
   1 2 3 • 5 Instructor was accessible outside of class. (Inst.2)   1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
8. 1 2 3 • ④ Participation in class discussion was encouraged.
9. 1 2 3 ④ 5 Course requirements/expectations were clear.
10. 1 2 3 • ④ 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:

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

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

- more comments on papers

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 ● 5 N/A Gaining factual knowledge.
13. 1 2 3 4 ● N/A Understanding fundamental concepts and principles.
14. 1 2 3 4 ● N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 ● N/A Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 ● N/A Learning to synthesize and integrate knowledge.
17. 1 2 3 ● 5 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 ● 3 4 5 N/A Developing skills in oral expression.
20. 1 2 3 ● 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
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hr/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

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

First Major | **Second Major** | **Minor** | **Cert.**

Marking Instructions

* Use a No. 2 pencil or blue or black ink pen only.

* Do not use pens with ink that soaks through the paper.

* Make no stray marks on this form.

CORRECT MARK: ●

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

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

- sometimes we get too off topic in section

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. ○ ○ ● ○ ○ Amount of effort/work.
4. ○ ○ ● ○ ○ Difficulty of the subject matter.
5. ○ ○ ● ○ ○ Intellectual stimulation.

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

- the last section of the course (Fences, Death of a Salesman, etc.) was most interesting

- good amount of reading

Course Dynamics:

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

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

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

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

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

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name: Wittels

Course Number

Term
- Fall
- ● Spring
- Sum I
- Sum II

Out of Class Work Time:
- ● 0–1 hrs/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

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

Student Year
- ● 1st
- 2nd
- 3rd
- 4th
- Grad
- Other

First Major: 4 9

Second Major

Minor

Cert.

Marking Instructions

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* Make no stray marks on this form.

CORRECT MARK: ●

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

Overall Appraisal:

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

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

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

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

Entertaining and educational!

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

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

Very enthusiastic. Exicted about teaching 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. N/A Gaining factual knowledge.
13. N/A Understanding fundamental concepts and principles.
14. N/A Learning to apply knowledge: concepts, principles, or theories to a specific situation or problem.
15. N/A Learning to analyze ideas, arguments, and points of view.
16. N/A Learning to synthesize and integrate knowledge.
17. N/A Learning to conduct inquiry through methods of the field.
18. N/A Learning to evaluate the merits of ideas and competing claims.
19. N/A Developing skills in oral expression.
20. 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 Wheels		○ Fall ○ Spring ○ Sum I ○ Sum II	○ 0–1 hrs/week ○ 1–3 hrs/week ○ 3–5 hrs/week ○ 6+ hrs/week	○ 1st ○ 2nd ○ 3rd ○ 4th ○ Grad ○ Other				

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 Dale 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. ● The quality of this course.
2. ● The quality of the instruction. (Inst. 1)   ○ The quality of the instruction. (Inst. 3)
   ○ The quality of the instruction. (Inst. 2)   ○ The quality of the instruction. (Inst. 4)

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

The course was an eye opening experience.
Section was very interesting as students mostly ran the
discussion & their views were more strongly voiced

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. ● Amount of effort/work. (mark 3)
4. ● Difficulty of the subject matter. (mark 3)
5. ● Intellectual stimulation. (mark 5)

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

The readings were not difficult but the conversation
& arguments that stemmed from them were very
stimulating

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. Instructor was enthusiastic about the course. (Inst.1) Instructor was enthusiastic about the course. (Inst.3)
   Instructor was enthusiastic about the course. (Inst.2) Instructor was enthusiastic about the course. (Inst.4)
7. Instructor was accessible outside of class. (Inst.1) Instructor was accessible outside of class. (Inst.3)
   Instructor was accessible outside of class. (Inst.2) Instructor was accessible outside of class. (Inst.4)
8. Participation in class discussion was encouraged.
9. Course requirements/expectations were clear.
10. Feedback on examinations/papers/performance was valuable.
11. 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. Gaining factual knowledge.
13. Understanding fundamental concepts and principles.
14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. Learning to analyze ideas, arguments, and points of view.
16. Learning to synthesize and integrate knowledge.
17. Learning to conduct inquiry through methods of the field.
18. Learning to evaluate the merits of ideas and competing claims.
19. Developing skills in oral expression.
20. Developing writing skills.

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

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name

Wittels, Will

Course Number

Term
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hrs/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

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

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

First Major

Second Major

Minor

Cert.

Marking Instructions
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* Make no stray marks on this form.

CORRECT MARK: ●

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

Overall Appraisal:

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

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

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

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

Our discussion sections were extremely valuable. In
an ethics course, the greatest portion of ~~my~~
learning comes from my peers' thoughts.
Will is a wonderful TA. Very captivating, eloquent, and
fair (very engaging too). He is very knowledgeable.

Course Characteristics:

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

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

3. Amount of effort/work.
4. Difficulty of the subject matter.
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. Instructor was enthusiastic about the course. (Inst.1) — Instructor was enthusiastic about the course. (Inst.3)
   Instructor was enthusiastic about the course. (Inst.2) — Instructor was enthusiastic about the course. (Inst.4)
7. Instructor was accessible outside of class. (Inst.1) — Instructor was accessible outside of class. (Inst.3)
   Instructor was accessible outside of class. (Inst.2) — Instructor was accessible outside of class. (Inst.4)
8. Participation in class discussion was encouraged.
9. Course requirements/expectations were clear.
10. Feedback on examinations/papers/performance was valuable.
11. 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. Gaining factual knowledge.
13. Understanding fundamental concepts and principles.
14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. Learning to analyze ideas, arguments, and points of view.
16. Learning to synthesize and integrate knowledge.
17. Learning to conduct inquiry through methods of the field.
18. Learning to evaluate the merits of ideas and competing claims.
19. Developing skills in oral expression.
20. Developing writing skills.

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

Critical thinking skills

Additional Comments/Suggestions:

Great Class. Loved it!

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.

Instructor Name: William Willits

Term:
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hrs/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

Student Year:
- 1st
- 2nd
- 3rd
- 4th
- Grad
- Other

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

Marking Instructions

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* Make no stray marks on this form.

CORRECT MARK: ●

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

Overall Appraisal:

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

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

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

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

Great instruction, made conversation 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. Amount of effort/work.
4. Difficulty of the subject matter.
5. Intellectual stimulation.

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

Sometimes it was frustrating with the amount of thinking you had to do, but it was always stimulating & 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. ☐ ☐ ☐ ☐ ■ Instructor was enthusiastic about the course. (Inst.1)   ☐ ☐ ☐ ☐ ☐ Instructor was enthusiastic about the course. (Inst.3)
    ☐ ☐ ☐ ☐ ■ Instructor was enthusiastic about the course. (Inst.2)   ☐ ☐ ☐ ☐ ☐ Instructor was enthusiastic about the course. (Inst.4)
7. ☐ ☐ ☐ ☐ ● Instructor was accessible outside of class. (Inst.1)   ☐ ☐ ☐ ☐ ☐ Instructor was accessible outside of class. (Inst.3)
    ☐ ☐ ☐ ☐ ● Instructor was accessible outside of class. (Inst.2)   ☐ ☐ ☐ ☐ ☐ Instructor was accessible outside of class. (Inst.4)
8. ☐ ☐ ☐ ☐ ● Participation in class discussion was encouraged.
9. ☐ ☐ ☐ ☐ ● Course requirements/expectations were clear.
10. ☐ ☐ ☐ ● ☐ Feedback on examinations/papers/performance was valuable.
11. ☐ ☐ ☐ ● ☐ 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. ☐ ☐ ☐ ☐ ● ☐ Gaining factual knowledge.
13. ☐ ● ☐ ☐ ☐ ☐ Understanding fundamental concepts and principles.
14. ☐ ● ☐ ☐ ☐ ☐ Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. ☐ ☐ ☐ ☐ ● ☐ Learning to analyze ideas, arguments, and points of view.
16. ☐ ☐ ☐ ● ☐ ☐ Learning to synthesize and integrate knowledge.
17. ☐ ☐ ☐ ● ☐ ☐ Learning to conduct inquiry through methods of the field.
18. ☐ ☐ ☐ ● ☐ ☐ Learning to evaluate the merits of ideas and competing claims.
19. ☐ ● ☐ ☐ ☐ ☐ Developing skills in oral expression.
20. ☐ ☐ ☐ ☐ ● ☐ Developing writing skills.

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

Additional Comments/Suggestions:

I wish the readings were more culturally diverse. I also enjoyed the guest lecturer. It would have been nice to delve more into the issues in our surrounding community.

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.

Instructor Name: Cory Lancaster

Course Number

(bubble grid 0-9)

Term:
- ○ Fall
- ○ Spring
- ○ Sum I
- ○ Sum II

Out of Class Work Time:
- ○ 0–1 hrs/week
- ○ 1–5 hrs/week
- ○ 5–9 hrs/week
- ○ 6 + hrs/week

Student Year:
- ○ 1st
- ○ 2nd
- ○ 3rd
- ○ 4th
- ○ Grad
- ○ Other

First Major: 7

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. The quality of this course.
2. The quality of the instruction. (Inst.1) · The quality of the instruction. (Inst.3)
   The quality of the instruction. (Inst.2) · 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. Amount of effort/work.
4. Difficulty of the subject matter.
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. ○ Instructor was enthusiastic about the course. (Inst.1) Instructor was enthusiastic about the course. (Inst.3)
   Instructor was enthusiastic about the course. (Inst.2) Instructor was enthusiastic about the course. (Inst.4)
7. ○ Instructor was accessible outside of class. (Inst.1) Instructor was accessible outside of class. (Inst.3)
   Instructor was accessible outside of class. (Inst.2) Instructor was accessible outside of class. (Inst.4)
8. ○ Participation in class discussion was encouraged.
9. ○ Course requirements/expectations were clear.
10. ○ Feedback on examinations/papers/performance was valuable.
11. ○ Methods of evaluating student work were fair and appropriate.

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

(see two)

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

Instructor Name: Will Wittels

Term:
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0-1 hrs/week
- 1-5 hrs/week
- 5-5 hrs/week
- 6+ hrs/week

Student Year:
- 1st
- 2nd
- 3rd
- 4th
- Grad
- Other

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

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

Will was extremely approachable & clear. Created a very comfortable environment in section - which was very important bc we often were discussing personal opinions & sensitive topics. <u>Highly</u> recommend.

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

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

Great reading selections & order.

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. ☒ Instructor was enthusiastic about the course. (Inst.1)   Instructor was enthusiastic about the course. (Inst.3)
    Instructor was enthusiastic about the course. (Inst.2)   Instructor was enthusiastic about the course. (Inst.4)

7. ☒ Instructor was accessible outside of class. (Inst.1)   Instructor was accessible outside of class. (Inst.3)
    Instructor was accessible outside of class. (Inst.2)   Instructor was accessible outside of class. (Inst.4)

8. ☒ Participation in class discussion was encouraged.

9. ☒ Course requirements/expectations were clear.

10. ☒ Feedback on examinations/papers/performance was valuable.

11. ☒ Methods of evaluating student work were fair and appropriate.

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

Feedback on essays were skim – understandably so but would have
been nice to recive more feedback

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

Instructor Name: WILL WITTELS

Term:
- ( ) Fall
- (X) Spring
- ( ) Sum I
- ( ) Sum II

Out of Class Work Time:
- ( ) 0–1 hrs/week
- (X) 1–3 hrs/week
- ( ) 3–5 hrs/week
- ( ) 6+ hrs/week

Student Year:
- ( ) 1st
- ( ) 2nd
- (X) 3rd
- ( ) 4th
- ( ) Grad
- ( ) Other

First Major: 3 3

This Course Fulfills &:
- (X) Major/Minor/Cert. Requirement
- ( ) Curriculum/College Requirement
- ( ) Elective

Marking Instructions

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

CORRECT MARK: ●

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 students' 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. (X at 4) The quality of this course.
2. (X at 4) The quality of the instruction. (Inst.1)   The quality of the instruction. (Inst.3)
   The quality of the instruction. (Inst.2)   The quality of the instruction. (Inst.4)

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

Good TA, kept things engaging & interesting but also on topic

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

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

He is a great TA, should be an official teacher

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

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

A profound understanding about Ethics.

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.

Instructor Name: _Noel Wittels_

Term
- ○ Fall
- ● Spring
- ○ Sem I
- ○ Sem II

Out of Class Work Time:
- ○ 0–1 hr/week
- ● 1–3 hrs/week
- ○ 3–5 hrs/week
- ○ 6+ hrs/week

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

Student Year
- ● 1st
- ○ 2nd
- ○ 3rd
- ○ 4th
- ○ Grad
- ○ Other

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

CORRECT MARK: ●

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course, 2) to inform promotion decisions, 3) to assist students' 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. ○ ○ ○ ● ○ The quality of this course.
2. ○ ○ ○ ○ ○ The quality of the instruction. (Inst. 1)   ○ ○ ○ ○ ○ The quality of the instruction. (Inst.5)
   ○ ○ ○ ○ ○ The quality of the instruction. (Inst. 2)   ○ ○ ○ ○ ○ The quality of the instruction. (Inst. 6)

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

strong: leading of discussion
comes up with thought provoking 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. ○ ○ ● ○ ○ Amount of effort/work.
4. ○ ○ ● ○ ○ Difficulty of the subject matter.
5. ○ ○ ○ ○ ● Intellectual stimulation.

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

critical
analytical
independent.

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. Instructor was enthusiastic about the course. (Inst.1) — Instructor was enthusiastic about the course. (Inst.3)
   Instructor was enthusiastic about the course. (Inst.2) — Instructor was enthusiastic about the course. (Inst.4)
7. Instructor was accessible outside of class. (Inst.1) — Instructor was accessible outside of class. (Inst.3)
   Instructor was accessible outside of class. (Inst.2) — Instructor was accessible outside of class. (Inst.4)
8. Participation in class discussion was encouraged.
9. Course requirements/expectations were clear.
10. Feedback on examinations/papers/performance was valuable.
11. 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. Gaining factual knowledge.
13. Understanding fundamental concepts and principles.
14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. Learning to analyze ideas, arguments, and points of view.
16. Learning to synthesize and integrate knowledge.
17. Learning to conduct inquiry through methods of the field.
18. Learning to evaluate the merits of ideas and competing claims.
19. Developing skills in oral expression.
20. 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.

Instructor Name: Will Wheels

Term: Fall, Spring, Sum I, Sum II

Out of Class Work Time: 0–1 hrs/week, 1–3 hrs/week (marked), 3–5 hrs/week, 6+ hrs/week

This Course Fulfills A:
- Major/Minor/Cert. Requirement (marked)
- Curriculum/College Requirement
- Elective

Student Year: 1st, 2nd, 3rd (marked), 4th, Grad, Other

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

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

Recomend this course highly!

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

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

Extremely interesting readings. Love that there was no frivolous work, readings

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)

- Both Will and Dr. Grant work well together and are knowledgeable of the material
- Great team!

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)

- I have a new appreciation of many readings and have learned the true meaning of ethical question

Additional Comments/Suggestions:

Trinity College   Student Course Evaluation Form

Instructor Name

Wittels

Marking Instructions

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

CORRECT MARK: ●

Course Number

Term
- Fall
- ● Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hrs/week
- ● 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

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

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

First Major **Second Major** **Minor** **Cert.**

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

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

— Very open-minded and willing to entertain many questions and topics of discussion
— Will does a great job of being unbiased and encourages discourse/debate in section whenever

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

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

— The course is designed great, and I think the survey approach is successful

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. Instructor was enthusiastic about the course. (Inst.1)   Instructor was enthusiastic about the course. (Inst.3)
   Instructor was enthusiastic about the course. (Inst.2)   Instructor was enthusiastic about the course. (Inst.4)
7. Instructor was accessible outside of class. (Inst.1)   Instructor was accessible outside of class. (Inst.3)
   Instructor was accessible outside of class. (Inst.2)   Instructor was accessible outside of class. (Inst.4)
8. Participation in class discussion was encouraged.
9. Course requirements/expectations were clear.
10. Feedback on examinations/papers/performance was valuable.
11. 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. Gaining factual knowledge.
13. Understanding fundamental concepts and principles.
14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. Learning to analyze ideas, arguments, and points of view.
16. Learning to synthesize and integrate knowledge.
17. Learning to conduct inquiry through methods of the field.
18. Learning to evaluate the merits of ideas and competing claims.
19. Developing skills in oral expression.
20. 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.

Term
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hrs/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

Student Year
- 1st
- 2nd
- 3rd
- 4th
- Grad.
- Other

Marking Instructions

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* 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. The quality of this course.
2. The quality of the instruction. (Inst.1)
   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)

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

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

-clear + organized

-very approachable

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

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: ●

Term
Fall
Spring
Sum I
Sum II

Out of Class Work Time:
0–1 hr/week
1–3 hrs/week
3–5 hrs/week
6+ hrs/week

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

Student Year
1st
2nd
3rd
4th
Grad
Other

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

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

Very patient + brings up great 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. Amount of effort/work.
4. Difficulty of the subject matter.
5. Intellectual stimulation.

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

Loved section. Made me think a lot both in + outside the classroom.

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

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

I get a few snarky comments on my essays (asking "Batman? Really?" seems HORRIBLY inappropriate among other things) and got docked for not sharing his views on writings in essays or not going in a direction he wanted even if the prompt did not call for it.

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

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

Awesome section!

Additional Comments/Suggestions:

Overall awesome just don't be so...vitriolic/biased in grading?

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.

Instructor Name: Will

Term:
- ○ Fall
- ● Spring
- ○ Sum I
- ○ Sum II

Out of Class Work Time:
- ○ 0–1 hrs/week
- ● 1–3 hrs/week
- ○ 3–5 hrs/week
- ○ 6+ hrs/week

Student Year:
- ● 1st
- ○ 2nd
- ○ 3rd
- ○ 4th
- ○ Grad
- ○ Other

Marking Instructions
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* 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. ○ ○ ○ ● ○ The quality of this course.
2. ○ ○ ○ ● ○ The quality of the instruction. (Inst.1)   ○ ○ ○ ○ ○ The quality of the instruction. (Inst.3)
   ○ ○ ○ ○ ○ The quality of the instruction. (Inst.2)   ○ ○ ○ ○ ○ The quality of the instruction. (Inst.4)

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

Good at restarting conversation when it got quiet, did ask questions we couldn't answer at times but that was expected

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. ○ ○ ○ ● ○ Amount of effort/work.
4. ○ ○ ○ ● ○ Difficulty of the subject matter.
5. ○ ○ ○ ○ ● Intellectual stimulation.

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

Difficult-to-understand writings and complex essays, but made this class interesting

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)

n/a

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)

N/a

Additional Comments/Suggestions:

be more quick to respond to email

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.

Term: Fall, Spring, Sum I, Sum II

Out of Class Work Time: 0–1 hr/week, 1–3 hrs/week, 3–5 hrs/week, 6+ hrs/week

Student Year: 1st, 2nd, 3rd, 4th, Grad, Other

Marking Instructions

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* Do not use pens with ink that soaks through the paper.
* Make no stray marks on this form.

CORRECT MARK: ●

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

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

Overall Appraisal:

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

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

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

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

Good stuff - topics may need a little tweeking but all & all convo was enjoyed

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.
5. 1 2 3 ● 5 Intellectual stimulation.

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

Critical thinking

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

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

Always willing to meet outside class — really 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. Gaining factual knowledge.
13. Understanding fundamental concepts and principles.
14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. Learning to analyze ideas, arguments, and points of view.
16. Learning to synthesize and integrate knowledge.
17. Learning to conduct inquiry through methods of the field.
18. Learning to evaluate the merits of ideas and competing claims.
19. Developing skills in oral expression.
20. 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.

Instructor Name: Will Wilkels

Term: Fall, Spring, Sum I, Sum II

Out of Class Work Time: 0–1 hrs/week, ● 1–3 hrs/week, 3–5 hrs/week, 6+ hrs/week

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

Student Year: 1st, ● 2nd, 3rd, 4th, Grad, Other

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

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

Section readings were always very interesting.
Sometimes I wished we could have continued
more discussion from lecture since it
usually seemed to get cut off.

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. ● Amount of effort/work.
4. ● Difficulty of the subject matter.
5. ● Intellectual stimulation.

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

Good readings!

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. ⊙ Instructor was enthusiastic about the course. (Inst.1)   Instructor was enthusiastic about the course. (Inst.3)
        Instructor was enthusiastic about the course. (Inst.2)   Instructor was enthusiastic about the course. (Inst.4)
7. ⊙ Instructor was accessible outside of class. (Inst.1)   Instructor was accessible outside of class. (Inst.3)
        Instructor was accessible outside of class. (Inst.2)   Instructor was accessible outside of class. (Inst.4)
8. ⊙ Participation in class discussion was encouraged.
9. ⊙ Course requirements/expectations were clear.
10. ⊙ Feedback on examinations/papers/performance was valuable.
11. ⊙ 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. ⊙   Gaining factual knowledge.
13.   ⊙ Understanding fundamental concepts and principles.
14.   ⊙ Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15.   ⊙ Learning to analyze ideas, arguments, and points of view.
16.   ⊙ Learning to synthesize and integrate knowledge.
17.   ⊙ Learning to conduct inquiry through methods of the field.
18.   ⊙ Learning to evaluate the merits of ideas and competing claims.
19.   ⊙ Developing skills in oral expression.
20.   ⊙ Developing writing skills.

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

Additional Comments/Suggestions:

total guy

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.

Instructor Name: Will

Marking Instructions

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CORRECT MARK: ●

Term:
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hrs/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

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

Student Year:
- 1st
- 2nd
- 3rd
- 4th
- Grad
- Other

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. The quality of this course
2. The quality of the instruction. (Inst.1)   The quality of the instruction. (Inst.3)
   The quality of the instruction. (Inst.2)   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. Amount of effort/work.
4. Difficulty of the subject matter.
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. Instructor was enthusiastic about the course. (Inst.1) — Instructor was enthusiastic about the course. (Inst.3)
   Instructor was enthusiastic about the course. (Inst.2) — Instructor was enthusiastic about the course. (Inst.4)
7. Instructor was accessible outside of class. (Inst.1) — Instructor was accessible outside of class. (Inst.3)
   Instructor was accessible outside of class. (Inst.2) — Instructor was accessible outside of class. (Inst.4)
8. Participation in class discussion was encouraged.
9. Course requirements/expectations were clear.
10. Feedback on examinations/papers/performance was valuable.
11. 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. Gaining factual knowledge.
13. Understanding fundamental concepts and principles.
14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. Learning to analyze ideas, arguments, and points of view.
16. Learning to synthesize and integrate knowledge.
17. Learning to conduct inquiry through methods of the field.
18. Learning to evaluate the merits of ideas and competing claims.
19. Developing skills in oral expression.
20. Developing writing skills.

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

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name

Will Wilfels

Marking Instructions

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* Make no stray marks on this form.

CORRECT MARK: ●

Course Number

Term
Fall
Spring
Sum I
Sum II

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

Out of Class Work Time:
0–1 hr/week
1–3 hrs/week
3–5 hrs/week
6+ hrs/week

Student Year
1st
2nd
3rd
4th
Grad
Other

First Major	Second Major	Minor	Cert.

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. The quality of this course.
2. The quality of the instruction. (Inst.1)   The quality of the instruction. (Inst.3)
   The quality of the instruction. (Inst.2)   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. Amount of effort/work.
4. Difficulty of the subject matter.
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 ● 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)
   1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
8. 1 2 3 4 ● Participation in class discussion was encouraged.
9. 1 2 3 4 ● Course requirements/expectations were clear.
10. 1 2 3 4 ● Feedback on examinations/papers/performance was valuable.
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)

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?
Use N/A if the learning objective was not relevant to this course.

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

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

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

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

| Instructor Name | Course Number | Term | Out of Class Work Time: | Student Year | First Major | Second Major | Minor | Cert. |

Marking Instructions

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* Do not use pens with ink that soaks through the paper.
* Make no stray marks on this form.

CORRECT MARK: ●

Term: Fall, Spring, Sum I, Sum II

Out of Class Work Time: 0–1 hrs/week, 1–3 hrs/week, 3–5 hrs/week, 6+ hrs/week

This Course Fulfills A:
MajorMinorCert. Requirement
Curriculum/College Requirement
Elective

Student Year: 1st, 2nd, 3rd, 4th, Grad, Other

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

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

- Strong: Content of the course, & issues raised

- Weak! ??

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. ● Amount of effort/work.
4. ● Difficulty of the subject matter.
5. ● Intellectual stimulation.

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

a lot of the critical thinking

Trinity College Student Course Evaluation Form

Instructor Name

Witek

Marking Instructions

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- Do not use pens with ink that soaks through the paper.
- Make no stray marks on this form.

CORRECT MARK: ●

Course Number

Term
- Fall
- Spring
- Sum I
- Sum II

Out of Class Work Time:
- 0–1 hrs/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

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

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

First Major **Second Major** **Minor** **Cert.**

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. ○ ○ ● ○ ○ The quality of this course.
2. ○ ○ ● ○ ○ The quality of the instruction. (Inst.1) ○ ○ ○ ○ ○ The quality of the instruction. (Inst.3)
   ○ ○ ○ ○ ○ The quality of the instruction. (Inst.2) ○ ○ ○ ○ ○ 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. ○ ○ ● ○ ○ Amount of effort/work.
4. ○ ○ ○ ● ○ Difficulty of the subject matter.
5. ○ ○ ○ ● ○ Intellectual stimulation.

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

I was frustrated by the lack of framework for discussion. Students were often talking across different topics with different assumptions. Makes discussion cumbersome.

Trinity College   Student Course Evaluation Form

Instructor Name

| Course Number | Term | Out of Class Work Time: | Student Year | First Major | Second Major | Minor | Cert. |

Marking Instructions

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

CORRECT MARK: ●

Term:
Fall
Spring
Sum I
Sum II

Out of Class Work Time:
0–1 hrs/week
1–3 hrs/week
3–5 hrs/week
6+ hrs/week

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

Student Year:
1st
2nd
3rd
4th
Grad
Other

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

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

Good ideas and discussion, sometimes too much reading

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

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

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

Both Dr. [Ground] and [both] [widely] were very [helpful] and accessible during and after class in regards to assignments. The course [covered] a good [density] of topics and 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. Amount of effort/work.
4. Difficulty of the subject matter.
5. Intellectual stimulation.

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

I really enjoyed the theoretical thinking and found it very challenging.

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

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

Expectations of discussions all were clear – feedback was always 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. ○ ○ ○ ● ○ na Gaining factual knowledge.
13. ○ ○ ○ ● ○ na Understanding fundamental concepts and principles.
14. ○ ○ ○ ● ● na Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. ○ ○ ○ ○ ● na Learning to analyze ideas, arguments, and points of view.
16. ○ ○ ○ ○ ● na Learning to synthesize and integrate knowledge.
17. ○ ○ ○ ● ○ na Learning to conduct inquiry through methods of the field.
18. ○ ○ ○ ○ ● na Learning to evaluate the merits of ideas and competing claims.
19. ○ ○ ○ ○ ● na Developing skills in oral expression.
20. ○ ○ ○ ○ ● na Developing writing skills.

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

The course was particularly helpful in giving me appropriate and the perspective to analyze and process my classmates' ideas and address them appropriately.

Additional Comments/Suggestions:

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

The course was well organized and themed. The quality of the instruction was excellent, especially the instructor's ability to facilitate and lead discussions.

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. ● Amount of effort/work.
4. ● Difficulty of the subject matter.
5. ● Intellectual stimulation.

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

I thought we were able to ~~delve into~~ delve into the detail & ~~of~~ history of a lot of the topics we covered so well.