

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Wittles		Fall Spring Sum I Sum II	0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	1st 2nd 3rd 4th Grad Other				
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	This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective			1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	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
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1. 1 2 3 4 5 The quality of this course.

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

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

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

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

1-Very Low	2-Low	3-Moderate	4-High	5-Very High
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3. 1 2 3 4 5 Amount of effort/work.

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

5. 1 2 3 4 5 Intellectual stimulation.

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

Course Dynamics:

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

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

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| 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)

- 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

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|-----|---|---|---|---|---|-----|--|
| 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.																																																													
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Overall Appraisal:

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

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

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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		<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input checked="" type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hr/week <input type="radio"/> 3-5 hr/week <input type="radio"/> 6+ hr/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	Y9																																										
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: ●	<table style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	This Course Fulfills A: <input type="checkbox"/> Major/Minor Gen. Requirement <input type="checkbox"/> Curricular College Requirement <input checked="" type="checkbox"/> Elective					
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The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

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

1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent
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1. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● The quality of this course.		
2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● The quality of the instruction. (inst. 1)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● The quality of the instruction. (inst. 3)
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● The quality of the instruction. (inst. 2)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● The quality of the instruction. (inst. 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
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3. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● Amount of effort/week.		
4. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● Difficulty of the subject matter.		
5. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● Intellectual stimulation.		

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

Course Dynamics:

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

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

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

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

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

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation/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 Whets		<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hrs/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> 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: ●		This Course Fulfills A: <input checked="" type="checkbox"/> Major/Minor/Cert. Requirement <input type="checkbox"/> Curriculum College Requirement <input type="checkbox"/> 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
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1. 1 2 3 4 5 ● The quality of this course.
 2. 1 2 3 4 5 ● The quality of the instruction. (Inst. 1) 1 2 3 4 5 ● The quality of the instruction. (Inst. 2)
 1 2 3 4 5 ● The quality of the instruction. (Inst. 2) 1 2 3 4 5 ● The quality of the instruction. (Inst. 4)

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

The 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
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3. 1 2 3 4 5 ● Amount of effort/week.
 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)

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

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

Additional Comments/Suggestions:

Course Dynamics:

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

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

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

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

Appraisal of Progress:

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

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

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

- | | | | | | | | | |
|-----|---|---|---|---|---|---|---|--|
| 12. | 1 | 2 | 3 | 4 | 5 | ☑ | ☑ | Gaining factual knowledge. |
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| 15. | 1 | 2 | 3 | 4 | 5 | ☑ | ☑ | Learning to analyze ideas, arguments, and points of view. |
| 16. | 1 | 2 | 3 | 4 | 5 | ☑ | ☑ | Learning to synthesize and integrate knowledge. |
| 17. | 1 | 2 | 3 | 4 | 5 | ☑ | ☑ | Learning to conduct inquiry through methods of the field. |
| 18. | 1 | 2 | 3 | 4 | 5 | ☑ | ☑ | Learning to evaluate the merits of ideas and competing claims. |
| 19. | 1 | 2 | 3 | 4 | 5 | ☑ | ☑ | Developing skills in oral expression. |
| 20. | 1 | 2 | 3 | 4 | 5 | ☑ | ☑ | Developing writing skills. |

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

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.
William Willets		<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Sum I <input type="checkbox"/> Sum II	<input type="checkbox"/> 0-1 hrs/week <input type="checkbox"/> 1-3 hrs/week <input type="checkbox"/> 3-5 hrs/week <input type="checkbox"/> 6+ hrs/week	<input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd <input type="checkbox"/> 4th <input type="checkbox"/> Grad <input type="checkbox"/> Other				
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Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:

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

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

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

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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst. 1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst. 5) |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Instructor was enthusiastic about the course. (Inst. 2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst. 4) |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst. 1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst. 5) |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Instructor was accessible outside of class. (Inst. 2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst. 4) |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Participation in class discussion was encouraged. | | | | | | |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Course requirements/expectations were clear. | | | | | | |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | Feedback on examinations/papers/performance was valuable. | | | | | | |
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input 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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Gaining factual knowledge. |
| 13. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to synthesize and integrate knowledge. |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Developing skills in oral expression. |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 100 | 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.																																																																																															
CONF Lancaster		<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	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 wavy marks on this form. CORRECT MARK: ●	<table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	This Course Fulfills A: <input type="checkbox"/> Major/Minor/Gen. Requirement <input type="checkbox"/> Curriculum/Collge Requirement <input type="checkbox"/> Elective	<table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

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

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

1.

1	2	3	4	5
---	---	---	---	---

 ● The quality of this course.
 2.

1	2	3	4	5
---	---	---	---	---

 ● The quality of the instruction. (Inst. 1)

1	2	3	4	5
---	---	---	---	---

 ● The quality of the instruction. (Inst. 2)

1	2	3	4	5
---	---	---	---	---

 ● The quality of the instruction. (Inst. 3)

1	2	3	4	5
---	---	---	---	---

 ● The quality of the instruction. (Inst. 4)

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

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

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

1	2	3	4	5
---	---	---	---	---

 ● Amount of effort/work.
 4.

1	2	3	4	5
---	---	---	---	---

 ● Difficulty of the subject matter.
 5.

1	2	3	4	5
---	---	---	---	---

 ● Intellectual stimulation.

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

Course Dynamics:

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

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

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

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

See above

Appraisal of Progress:

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

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

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

- | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|--|
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 12. Gaining factual knowledge. |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 13. Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 15. Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 16. Learning to synthesize and integrate knowledge. |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 17. Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 18. Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 19. Developing skills in oral expression. |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | 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 Week Time:	Student Year	First Major	Second Major	Minor	Cent.
Will Wittels		<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-5 hrs/week <input type="radio"/> 5-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other				
Marking Instructions		This Course Fulfills A:						
* 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: ●		<input type="radio"/> Major/Minor/Cent. Requirement <input type="radio"/> Curriculum/Collge Requirement <input type="radio"/> Elective						

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist 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. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	● The quality of this course.			
2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	● The quality of the instruction. (Inst. 1)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	● The quality of the instruction. (Inst. 2)
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	● The quality of the instruction. (Inst. 2)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	● The quality of the instruction. (Inst. 3)

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

Will was extremely approachable & clear. Created a very comfortable environment in lecture - which was very important b/c we often were discussing personal opinions & sensitive topics. Highly recommended.

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

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

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

~~Will~~ Great reading selection & 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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
- Instructor was enthusiastic about the course. (Inst.1)
 Instructor was enthusiastic about the course. (Inst.2)
 Instructor was enthusiastic about the course. (Inst.3)
 Instructor was enthusiastic about the course. (Inst.4)
 Instructor was accessible outside of class. (Inst.1)
 Instructor was accessible outside of class. (Inst.2)
 Instructor was accessible outside of class. (Inst.3)
 Instructor was accessible outside of class. (Inst.4)
 Participation in class discussion was encouraged.
 Course requirements/expectations were clear.
 Feedback on examinations/papers performance was valuable.
 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 - understandable so but would have been nice to receive 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-S Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

- | | | | | | | | | | | |
|-----|-----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|--|
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Gaining factual knowledge. |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Learning to synthesize and integrate knowledge. |
| 17. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Developing skills in oral expression. |
| 20. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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.
WILL WITTELS		<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<input type="text" value="3"/> <input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Marking Instructions: * Use a No. 2 pencil or blue or black ink pen only. * Do not use pens with ink that soaks through the paper. * Make no stray marks on this form. CORRECT MARK: ●		This Course Fulfills A: <input checked="" type="checkbox"/> Major/Minor Gen. Requirement <input type="checkbox"/> Curriculum/College Requirement <input type="checkbox"/> 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)
 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)

Gen 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. 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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst. 1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst. 5) |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst. 2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst. 4) |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst. 1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst. 5) |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst. 2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst. 4) |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Participation in class discussion was encouraged. | | | | | | | | | |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Course requirements/expectations were clear. | | | | | | | | | |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Feedback on examinations/papers/performance was valuable. | | | | | | | | | |
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Gaining factual knowledge. |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to synthesize and integrate knowledge. |
| 17. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | Developing skills in oral expression. |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 100 | 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.
Will Wittels		<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other				
Marking Instructions * Use a No. 2 pencil or blue or black ink pen only. * Do not use pens with ink that soaks through the paper. * Make no stray marks on this form. CORRECT MARK: ●								
This Course Fulfills A: <input type="checkbox"/> Major/Minor/Cert. Requirement <input type="checkbox"/> Curriculum/College Requirement <input type="checkbox"/> 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-Adquate	4-Good	5-Excellent
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1. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5	The quality of this course.	
2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	The quality of the instruction. (Inst. 1)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	The quality of the instruction. (Inst. 2)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	The quality of the instruction. (Inst. 3)	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

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

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

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

critical
analytical
independent.

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 Vitells		<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Sum I <input type="checkbox"/> Sum II	<input type="checkbox"/> 0-1 hr/week <input checked="" type="checkbox"/> 1-2 hr/week <input type="checkbox"/> 3-5 hr/week <input type="checkbox"/> 6+ hr/week	<input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input checked="" type="checkbox"/> 3rd <input type="checkbox"/> 4th <input type="checkbox"/> Grad <input type="checkbox"/> Other	3 3				
Marking Instructions * Use a No. 2 pencil or blue or black ink pen only. * Do not use pens with ink that soaks through the paper. * Make no stray marks on this form. CORRECT MARK: ●		This Course Fulfills A: <input checked="" type="checkbox"/> Major/Minor/Cert. Requirement <input type="checkbox"/> Curriculum/College Requirement <input type="checkbox"/> Elective		<i>pub pol</i>					

The purpose 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 major 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. 2)
 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)

Recommend 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. 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)

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 questions

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		Fall <input checked="" type="radio"/> Spring Sum I Sum II	0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	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: ●								
This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective								

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

Overall Appraisal:

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

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

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

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

- Very 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. | 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)

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

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

Appraisal of Progress:

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

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

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

- | | | | | | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Gaining factual knowledge. |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Learning to synthesize and integrate knowledge. |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ Developing skills in oral expression. |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ⇒ 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.	
		Fall Spring Sum I Sum II	0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	1st 2nd 3rd 4th Grad Other					
Additional Instructions:		This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective							
* 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 student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

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

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

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

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

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

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

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

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

Course Dynamics:

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

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

- | | | | | | | | | | | | | | | | | | | | | |
|-----|--------------------------|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was enthusiastic about the course. (Inst.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was enthusiastic about the course. (Inst.3) |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was enthusiastic about the course. (Inst.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was enthusiastic about the course. (Inst.4) |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was accessible outside of class. (Inst.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was accessible outside of class. (Inst.3) |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was accessible outside of class. (Inst.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructor was accessible outside of class. (Inst.4) |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Participation in class discussion was encouraged. | | | | | | | | | | |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Course requirements/expectations were clear. | | | | | | | | | | |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Feedback on examinations/papers/performance was valuable. | | | | | | | | | | |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | N/A | Gaining factual knowledge. |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understanding fundamental concepts and principles. |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learning to synthesize and integrate knowledge. |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learning to conduct inquiry through methods of the field. |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Developing skills in oral expression. |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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.
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Fall Spring Sum I Sum II	0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	1st 2nd 3rd 4th Grad Other	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
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: ●	① 0 0 0 0 ② 1 1 1 1 ③ 2 2 2 2 ④ 3 3 3 3 ⑤ 4 4 4 4 ⑥ 5 5 5 5 ⑦ 7 7 7 7 ⑧ 8 8 8 8 ⑨ 9 9 9 9	This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective						

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

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

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

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

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

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

Loved section. Made me think alot 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)
7. Instructor was accessible outside of class. (Inst.1) Instructor was accessible outside of class. (Inst.5)
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 got a few snarky comments on my essays (asking "Batman? Really?" - seems *highly* 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.
Wyll		<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hr/week <input type="radio"/> 3-5 hr/week <input type="radio"/> 6+ hr/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other				
Marking Instructions * Use a No. 2 pencil or blue or black ink pen only. * Do not use pens with ink that soaks through the paper. * Make no stray marks on this form. CORRECT MARK: ●								
This Course Fulfills A: <input type="checkbox"/> Major/Minor/Cert. Requirement <input checked="" type="checkbox"/> Curriculum/College Requirement <input type="checkbox"/> Elective								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to assist 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)

Great 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
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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

Trinity College Student Course Evaluation Form

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

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

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

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

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

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

Good stuff - topics may need a little tweaking 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. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5	Amount of effort/work.	
4. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	Difficulty of the subject matter.	
5. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input 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)

Critical + thinking

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cent.
<u>D.J. Winsals</u>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input checked="" type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> 5th <input type="radio"/> Grad <input type="radio"/> Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Marking Instructions: * Use a No. 2 pencil or blue or black ink pen only. * Do not use pens with ink that soaks through the paper. * Make no stray marks on this form. CORRECT MARK: ●		This Course Fulfills A: <input type="checkbox"/> Major/Minor/Gen. Requirement <input type="checkbox"/> Curriculum/Collage Requirement <input type="checkbox"/> Elective			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Overall Appraisal: Reflect your overall appraisal of the course/instructor using the following code:
 1-Very Poor 2-Poor 3-Adequate 4-Good 5-Excellent

1. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	● The quality of this course.
2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	● The quality of the instruction. (inst. 1)
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	● The quality of the instruction. (inst. 2)
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	● The quality of the instruction. (inst. 3)
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	● 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. <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● Amount of effort/work.
4. <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	● Difficulty of the subject matter.
5. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	● Intellectual stimulation.

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

Good readings!

Trinity College Student Course Evaluation Form

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

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

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

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

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

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

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

Course Dynamics:

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

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

- | | | | | | | | | | | | | |
|-----|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 6. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst.1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst.3) |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst.2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was enthusiastic about the course. (Inst.4) |
| 7. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst.1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst.3) |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst.2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Instructor was accessible outside of class. (Inst.4) |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Participation in class discussion was encouraged. | | | | | | |
| 9. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Course requirements/expectations were clear. | | | | | | |
| 10. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | Feedback on examinations/papers/performance was valuable. | | | | | | |
| 11. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input 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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | NA | Gaining factual knowledge. |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | NA | Understanding fundamental concepts and principles. |
| 14. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | NA | Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | NA | Learning to analyze ideas, arguments, and points of view. |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | NA | Learning to synthesize and integrate knowledge. |
| 17. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | NA | Learning to conduct inquiry through methods of the field. |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | NA | Learning to evaluate the merits of ideas and competing claims. |
| 19. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | NA | Developing skills in oral expression. |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 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.
Will Witzels		Fall Spring Sum I Sum II	0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	1st 2nd 3rd 4th Grad Other				
Marking Instructions:	1) 1 1 1 1 1 2) 2 2 2 2 2 3) 3 3 3 3 3 4) 4 4 4 4 4 5) 5 5 5 5 5 6) 6 6 6 6 6 7) 7 7 7 7 7 8) 8 8 8 8 8 9) 9 9 9 9 9	This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective			1) 1 2) 2 3) 3 4) 4 5) 5 6) 6 7) 7 8) 8 9) 9	1) 1 2) 2 3) 3 4) 4 5) 5 6) 6 7) 7 8) 8 9) 9	1) 1 2) 2 3) 3 4) 4 5) 5 6) 6 7) 7 8) 8 9) 9	1) 1 2) 2 3) 3 4) 4 5) 5 6) 6 7) 7 8) 8 9) 9

Marking Instructions:

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

CORRECT MARK: ●

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)

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 codes:

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)
7. 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)
8. 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)
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10. 1 2 3 4 5 Participation in class discussion was encouraged.
11. 1 2 3 4 5 Course requirements/expectations were clear.
12. 1 2 3 4 5 Feedback on examinations/papers/performance was valuable.
13. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

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

Appraisal of Progress:

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

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

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

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

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

Additional Comments/Suggestions:

Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
		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				
Marking Instructions	() 0 0 0 0 () 1 1 1 1 () 2 2 2 2 () 3 3 3 3 () 4 4 4 4 () 5 5 5 5 () 7 7 7 7 () 8 8 8 8 () 9 9 9 9	This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective			() 0 () 1 () 2 () 3 () 4 () 5 () 7 () 8 () 9	() 0 () 1 () 2 () 3 () 4 () 5 () 7 () 8 () 9	() 0 () 1 () 2 () 3 () 4 () 5 () 7 () 8 () 9	() 0 () 1 () 2 () 3 () 4 () 5 () 7 () 8 () 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:

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

- 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. 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)

~~A lot of critical thinking~~

Course Dynamics:

On the next item, characterize the 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. (max.1) Instructor was enthusiastic about the course. (max.2) Instructor was enthusiastic about the course. (max.4)
7. Instructor was accessible outside of class. (max.1) Instructor was accessible outside of class. (max.2) Instructor was accessible outside of class. (max.4)
8. Participation in class discussion was encouraged. Course requirements/expectations were clear. Feedback on examinations/papers/performance was valuable. Methods of evaluating student work were fair and appropriate.

Comment: (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

- | Learning Objective | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
| 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. | | | | | | |
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| 18. Learning to evaluate the merits of ideas and competing claims. | | | | | | |
| 19. Developing skills in oral expression. | | | | | | |
| 20. Developing writing skills. | | | | | | |

Comment: (e.g., specific knowledge, skills, etc. acquired, new appreciation/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.																																																																																																			
Witek	<table border="1" style="display: inline-table; text-align: center;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						<table border="1" style="display: inline-table; text-align: center;"> <tr><td>Fall</td></tr> <tr><td>Spring</td></tr> <tr><td>Sum I</td></tr> <tr><td>Sum II</td></tr> </table>	Fall	Spring	Sum I	Sum II	<table border="1" style="display: inline-table; text-align: center;"> <tr><td>0-1 hrs/week</td></tr> <tr><td>1-3 hrs/week</td></tr> <tr><td>3-5 hrs/week</td></tr> <tr><td>6+ hrs/week</td></tr> </table>	0-1 hrs/week	1-3 hrs/week	3-5 hrs/week	6+ hrs/week	<table border="1" style="display: inline-table; text-align: center;"> <tr><td>1st</td></tr> <tr><td>2nd</td></tr> <tr><td>3rd</td></tr> <tr><td>4th</td></tr> <tr><td>Grad</td></tr> <tr><td>Other</td></tr> </table>	1st	2nd	3rd	4th	Grad	Other	<table border="1" style="display: inline-table; text-align: center;"> <tr><td> </td><td> </td></tr> <tr><td>(1) 1</td><td>(2) 1</td></tr> <tr><td>(2) 2</td><td>(3) 2</td></tr> <tr><td>(3) 3</td><td>(4) 3</td></tr> <tr><td>(4) 4</td><td>(5) 4</td></tr> <tr><td>(5) 5</td><td>(6) 5</td></tr> <tr><td>(6) 6</td><td>(7) 6</td></tr> <tr><td>(7) 7</td><td>(8) 7</td></tr> <tr><td>(8) 8</td><td>(9) 8</td></tr> <tr><td>(9) 9</td><td>(0) 9</td></tr> </table>			(1) 1	(2) 1	(2) 2	(3) 2	(3) 3	(4) 3	(4) 4	(5) 4	(5) 5	(6) 5	(6) 6	(7) 6	(7) 7	(8) 7	(8) 8	(9) 8	(9) 9	(0) 9	<table border="1" style="display: inline-table; text-align: center;"> <tr><td> </td><td> </td></tr> <tr><td>(1) 1</td><td>(2) 1</td></tr> <tr><td>(2) 2</td><td>(3) 2</td></tr> <tr><td>(3) 3</td><td>(4) 3</td></tr> <tr><td>(4) 4</td><td>(5) 4</td></tr> <tr><td>(5) 5</td><td>(6) 5</td></tr> <tr><td>(6) 6</td><td>(7) 6</td></tr> <tr><td>(7) 7</td><td>(8) 7</td></tr> <tr><td>(8) 8</td><td>(9) 8</td></tr> <tr><td>(9) 9</td><td>(0) 9</td></tr> </table>			(1) 1	(2) 1	(2) 2	(3) 2	(3) 3	(4) 3	(4) 4	(5) 4	(5) 5	(6) 5	(6) 6	(7) 6	(7) 7	(8) 7	(8) 8	(9) 8	(9) 9	(0) 9	<table border="1" style="display: inline-table; text-align: center;"> <tr><td> </td><td> </td></tr> <tr><td>(1) 1</td><td>(2) 1</td></tr> <tr><td>(2) 2</td><td>(3) 2</td></tr> <tr><td>(3) 3</td><td>(4) 3</td></tr> <tr><td>(4) 4</td><td>(5) 4</td></tr> <tr><td>(5) 5</td><td>(6) 5</td></tr> <tr><td>(6) 6</td><td>(7) 6</td></tr> <tr><td>(7) 7</td><td>(8) 7</td></tr> <tr><td>(8) 8</td><td>(9) 8</td></tr> <tr><td>(9) 9</td><td>(0) 9</td></tr> </table>			(1) 1	(2) 1	(2) 2	(3) 2	(3) 3	(4) 3	(4) 4	(5) 4	(5) 5	(6) 5	(6) 6	(7) 6	(7) 7	(8) 7	(8) 8	(9) 8	(9) 9	(0) 9	<table border="1" style="display: inline-table; text-align: center;"> <tr><td> </td><td> </td></tr> <tr><td>(1) 1</td><td>(2) 1</td></tr> <tr><td>(2) 2</td><td>(3) 2</td></tr> <tr><td>(3) 3</td><td>(4) 3</td></tr> <tr><td>(4) 4</td><td>(5) 4</td></tr> <tr><td>(5) 5</td><td>(6) 5</td></tr> <tr><td>(6) 6</td><td>(7) 6</td></tr> <tr><td>(7) 7</td><td>(8) 7</td></tr> <tr><td>(8) 8</td><td>(9) 8</td></tr> <tr><td>(9) 9</td><td>(0) 9</td></tr> </table>			(1) 1	(2) 1	(2) 2	(3) 2	(3) 3	(4) 3	(4) 4	(5) 4	(5) 5	(6) 5	(6) 6	(7) 6	(7) 7	(8) 7	(8) 8	(9) 8	(9) 9	(0) 9
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This Course Fulfills A:

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 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. 2)

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

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

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

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

3. 1 2 3 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)

I was frustrated by the lack of frameworks for discussion. Students were often talking across different topics with different assumptions. Make discussions constructive.

Course Dynamics:

On the next item, characterize the 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. (Item 1)
- 7. Instructor was enthusiastic about the course. (Item 2)
- 8. Instructor was enthusiastic about the course. (Item 3)
- 9. Instructor was accessible outside of class. (Item 4)
- 10. Instructor was accessible outside of class. (Item 5)
- 11. Instructor was accessible outside of class. (Item 6)
- 12. Participation in class discussion was encouraged.
- 13. Course requirements/expectations were clear.
- 14. Feedback on examinations/papers/performances was valuable.
- 15. Methods of evaluating student work were fair and appropriate.

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

Appraisal of Progress:

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

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

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

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

Comment: (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.
XXXXXXXXXX		Fall	0-1 hr/week	1st				
	0 0 0 0 0	Spring	1-3 hrs/week	2nd	0 0	0 0	0 0	0 0
Marking Instructions:	1 1 1 1 1	Sum I	3-5 hrs/week	3rd	1 1	1 1	1 1	1 1
* Use a No. 2 pencil or blue or black ink pen only.	2 2 2 2 2	Sum II	6+ hrs/week	4th	2 2	2 2	2 2	2 2
* Do not use pens with ink that soaks through the paper.	3 3 3 3 3	This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective			4 4	4 4	4 4	4 4
* Make no stray marks on this form.	4 4 4 4 4				Grad	5 5	5 5	5 5
CORRECT MARK: ●	5 5 5 5 5	Other	6 6	6 6	6 6	6 6	6 6	6 6

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

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

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

5. 1 2 3 4 5 ● Intellectual stimulation.

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

Course Dynamics:

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

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- 6. Instructor was enthusiastic about the course. (Int. 1)
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- 10. Participation in class discussion was encouraged.
- 11. Course requirements/expectations were clear.
- 12. Feedback on examinations/papers/performances was valuable.
- 13. Methods of evaluating student work were fair and appropriate.

Comment: (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

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

Comment: (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.
		<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Sum I <input type="checkbox"/> Sum II	<input type="checkbox"/> 0-1 hrs/week <input type="checkbox"/> 1-3 hrs/week <input type="checkbox"/> 3-5 hrs/week <input type="checkbox"/> 6+ hrs/week	<input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd <input type="checkbox"/> 4th <input type="checkbox"/> Grad <input type="checkbox"/> 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: ●	(0) 0 0 0 0 (1) 1 1 1 1 (2) 2 2 2 2 (3) 3 3 3 3 (4) 4 4 4 4 (5) 5 5 5 5 (6) 6 6 6 6 (7) 7 7 7 7 (8) 8 8 8 8 (9) 9 9 9 9	This Course Fulfills A: <input type="checkbox"/> Major/Minor/Cert. Requirement <input type="checkbox"/> Curriculum/College Requirement <input type="checkbox"/> 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
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1. 1 2 3 4 5 The quality of this course.
 2. 1 2 3 4 5 The quality of the instruction. (Inst.1)
 1 2 3 4 5 The quality of the instruction. (Inst.3)
 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)

Both Dr. Conrad and both writers were very helpful and accessible during and after class in regards to assignments. The course provided a good variety 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
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3. 1 2 3 4 5 Amount of effort/work.
 4. 1 2 3 4 5 Difficulty of the subject matter.
 5. 1 2 3 4 5 Intellectual stimulation.

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

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. 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 ● 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)

Expectations of discussions 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. 1 2 3 4 5 ● | 1 | 14. Gaining factual knowledge. |
| 13. 1 2 3 4 5 ● | 1 | 15. Understanding fundamental concepts and principles. |
| 14. 1 2 3 4 5 ● | 4 | 16. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. 1 2 3 4 5 ● | 4 | 17. Learning to analyze ideas, arguments, and points of view. |
| 16. 1 2 3 4 5 ● | 4 | 18. Learning to synthesize and integrate knowledge. |
| 17. 1 2 3 4 5 ● | 4 | 19. Learning to conduct inquiry through methods of the field. |
| 18. 1 2 3 4 5 ● | 4 | 20. Learning to evaluate the merits of ideas and competing claims. |
| 19. 1 2 3 4 5 ● | 4 | 21. Developing skills in oral expression. |
| 20. 1 2 3 4 5 ● | 4 | 22. 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 the confidence and the perspective to analyze and present my classmates' claims and address them appropriately.

Additional Comments/Suggestions:

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* Make no stray marks on this form.								
CORRECT MARK: ●								

This Course Fulfills A:

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

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

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

1. | | | | ● The quality of this course.
2. | | | | ● The quality of the instruction. (Inst.1) | | | | ● The quality of the instruction. (Inst.3)
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 well organized and thorough. 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 & proficiency of a lot of the topics we covered well.