Report Comments

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
I learned how to adapt to not having clear expectations or deadlines for a course. Additionally, I learned how to write a paper with an argument when the prompt did not necessarily lend itself to an argumentative paper.
We learned how to approach ethnic studies.
languages effect on identity.
Overall, I learned about the relationship between language, identity, and social perception. I also learned how authors will use a character's language to affect how the reader views them and to be aware of this as a reader.
Very vaguely, the role that language plays in informing the way we think about identities.
To be a critical reader. I feel that I gained some knowledge on new topics, but I feel that I'm still confused as to what was expected from us as students on papers and assignments.
I learned about how lived experiences shape opinions and dialects
To be honest I didn't learn a lot about the specific relation between Language and Identity. I did learn about literary critique, ethnography, language variation, and identity through a social science lens on the 6 books we read.
How to produce effective literary critique. Or, rather, what Professor Mufwene's specific interpretation of critique is.
How language affects social mobility and assimilation within a dominant culture
How to appease the professor by writing an essay that he agrees with.
That my teacher learned a dialect of Gulla (I don't even know if that is how you spelled it). I honestly cannot say that I learned all that much in this course.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
This class was mostly discussion based, though I did not feel that discussions really helped me to understand the texts.
The discussions were not framed at all as the Professor did not organize the class or stay on time to the syllabus. While the syllabus outlined numerous works we were meant to cover, the Professor only managed through two works in which he did not even know what pages we were reading. The conversations were circular and points that were not in line to his opinion were immediately rejected. There was a lack of open conversation and room for difference in perspective. I did not feel like I was even properly taught.
discussions were not very beneficial.
Lectures gave us a good foundation on linguistic terms and strategies that linguists use, contributing to my understanding of the texts and ability to critique them. Discussions affirmed my opinions on readings and raised points I hadn't considered. Discussions also helped a lot with essays, as the prompts concerned nuances of the text we had discussed.
The few readings we got to were interesting but, with the exception of Hunger of Memory by Richard Rodriguez, I found the reading selection to be underwhelming opposed to the first quarter of this sequence. Discussions were not usually helpful in terms of my personal learning, but you will definitely want to go if you want to understand how Sali thinks about the material—something that feels critical when it comes to writing papers for him.
The discussions and lectures from Sale helped give insight from varying opinions.
Professor led discussions that added to our sense of language learning
The essays were useful for practicing "literary critique" writing, which wasn't really something I was familiar with. The class time was mostly Sali lecturing about his personal experience/beliefs and sometimes I wasn't sure if I agreed with his interpretation of the texts. Also the class time was often made uncomfortable by Sali calling out certain students and/or rebuffing their responses, which made people hesitant to talk and created awkward silence when Sali wasn't lecturing us.
Discussions/lectures were largely in pursuit of Prof. Mufwene's pre–determined ideological agenda. Which is to say, he will latch onto a specific, oftentimes innocuous, word in your discussion comment and completely derail the conversation.
2 essays and 1 discussion post throughout the quarter
Discussions were awful and student opinions were squashed in favor of the professor's. Nothing contributed to my learning except talking with other students.
I don't feel like any aspects of this course contributed to my learning. There were basically no assignments except for the 2 large papers that we had to complete, and the reading was never consistently assigned.I feel like the discussions in the class were weak because nobody really felt comfortable enough to freely speak their mind in the classroom.
I do think the two lectures we received were quite informative and demonstrated Professor Mufwene's expertise. Discussions could be interesting but were led quite poorly. Professor Mufwene would talk for a while, then trail off without posing a question. Oddly enough, it felt like there was no room to speak even though a lot of the time we were in silence.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	2.62	2.00	15.38%	38.46%	15.38%	30.77%	0.00%
I understood the purpose of this course and what I was expected to gain from it.	2.00	2.00	30.77%	38.46%	30.77%	0.00%	0.00%
I understood the standards for success on assignments.	1.69	1.00	53.85%	23.08%	23.08%	0.00%	0.00%
Class time enhanced my ability to succeed in graded assignments.	2.69	2.00	23.08%	30.77%	7.69%	30.77%	7.69%
I received feedback on my performance that helped me improve my subsequent work.	2.31	2.00	23.08%	38.46%	23.08%	15.38%	0.00%
My work was evaluated fairly.	2.25	2.00	25.00%	33.33%	33.33%	8.33%	0.00%
I felt respected in this class.	2.31	2.00	23.08%	38.46%	23.08%	15.38%	0.00%
Overall, this was an excellent course.	1.58	1.50	50.00%	41.67%	8.33%	0.00%	0.00%

Additional comments about the course:

Comments

The professor (Salikoko Mufwene) had very particular opinions on texts and topics explored in the course, but he was not interested in exploring other perspectives presented by students.

The Professor clearly is looking for a specific opinion and answer in all the discussions and essay assignments. There was no respect for other opinions and there is a complete lack of guidelines for how we can succeed in his course. When I requested to meet for office hours, my request was denied. He began introducing the course by asking us not to give him a poor course review which I think foreshadowed well for the class.

Essays that got high grades centered around points the professor had voiced in discussions and agreed with. Points contradicting the professor's personal beliefs were seen as "wrong" even if they were articulated well and supported by reasoning. It felt like I had to cater to the professor's personal opinions when formulating my essays.

I am very disappointed with this quarter of Language and the Human. I genuinely liked the first quarter iteration of the class, but I seriously struggled to find this quarter as engaging. I think this is, in many ways, attributable to the disorganization of the course. Don't expect to follow the syllabus, at all. For the first half of the quarter, Sali was vague in his expectations of what we were to read—on more than one occasion he would tell us to "read a little bit" of the text, but left it to us to determine what that meant. While I appreciate this from the standpoint of "quality over quantity" of reading, it did result in there being discussions where some students were drawing from chapters that nobody else could comment on. Additionally, although he would say that he wanted to hear other perspectives, sometimes Sali's commentary felt absolutist and like he was looking for particular answers from students in class discussions. The awkward flow of discussions resulted in a section that had been very talkative and productive last quarter becoming consistently silent and disengaged. I don't dispute Sali's expertise whatsoever—he is evidently a very accomplished and knowledgeable scholar. However, I feel that his skillset is much better suited to a linguistics class than a humanities one, and it often felt like he was trying to lead a humanities class using strictly linguistic principles. On occasion, this would be welcome and interesting. But it just didn't mix well for me with this particular class.

NA

I honestly feel like this course went against everything that HUM is supposed to be. It wasn't a welcoming class environment, we barely did half the readings on the syllabus, the essays were totally unlike those we were taught to write first quarter, and the class discussions were wholly unenriching and often extremely uncomfortable.

He will disrespect you. One way or another, you will not feel like you're valued in this class.

it was poorly structured

This course was easily one of the worst experiences I have ever had. Student opinions were constantly ignored and overlooked, and professor was very insensitive, attacking a student's political opinion in front of the whole class by telling them they didn't "read the text fully to understand the complexity of the issue" and that they "misunderstood it." They also continually used the homophobic slur for lesbian women despite multiple student attempts to tell them to stop. His only explanation was that he was ignorant of the meaning of the slur, which is absolutely inexcusable as a linguistics professor attempting to teach an entire text based around the word: it would be like trying to teach a Toni Morrison book while not understanding the meaning of the racist n–slur.

Communication with students was awful, homework assignments were haphazardly assigned, and feedback provided on assignments was little to none. Coming into this class, I was excited about language and the human because it was a course I looked forward to in my previous quarter. This course absolutely crushed any expectations I had for it within the first week and I am completely disinterested in linguistics now. I am genuinely amazed at how inept Professor Mufwene was at properly teaching a Hum course, given his extensive research experience (which he made sure to talk about every week!). I would highly suggest he retires from teaching this course permanently, or at least until he takes more courses on how to properly hold discussions. As a rule of thumb, Professor, you do not have to respond to every single student's opinion with your own opinion or verdict on whether it matches with your reading of the text or not. You can also let them discuss within themselves, as most discussions are meant to do!

And beyond the horrendous discussion/class time, little to no feedback on graded assignments, and minimal structure/clarity on essay prompts, Professor Mufwene was absolutely horrible at being available. Talking with other students, he has cancelled office hour times for students multiple times simply because he "talked about the essay in class", which usually meant us trying to actually understand his goals for our work rather than being able to actually discuss our specific questions for each of our essays like we would usually do through an office hour meeting. I even tried to show up to his office hours one week, only for his door to be locked and him to not be present for an entire 20 minutes (from 1:30–1:50 on Friday), at which point I promptly got up and left.

In conclusion: if you receive this class with this professor, instantly drop or transfer sections if you wish to preserve your sanity. This class easily caused me, my peers, and my writing instructor so much stress that was unneeded. And once again, a plea to Professor Mufwene to please stay in research.

I mean no disrespect, but this was quite literally the worst class that I have ever taken. There was no welcoming environment from the teacher, and what was expected from the class in their writing was so unclear. I felt really lost the entire quarter, which is such a shame considering how great the class was first quarter.

I really do like this as a course. I think it is genuinely very thought–provoking, with good texts, and is taught by actual linguists. However, we did not finish a single book, and, of the three assigned, we didn't even start one of them. I thought that was a real shame. Frankly, I learned quite little from this course, which is disappointing because last quarter with Professor Yu was quite

Comments
informative.

Class time enhanced my ability to succeed in graded assignments because it helped me understand what positions Professor Mufwene was not amenable to hearing, but Professor Mufwene was not clear whatsoever about the standards for success in this class and, resultingly, many students received poor grades. I can say that I was graded unfairly on criteria that were not expressed to the class until he was interrogated by the class after grades were released.

As far as respect goes, Professor Mufwene was told by multiple students that a certain slur in one of the texts was very inappropriate for him to use, and he continued to use it in reference to the text anyway. Students had been called this word as a slur previously and felt quite personally offended by its use. Professor Mufwene was highly disrespectful to students, picking on students to serve as experts on their ethnic or racial background and pretty clearly demonstrating whose papers he did not receive well by offering "feedback to the class" while looking at individual students. Professor Mufwene additionally engaged in racial profiling by asking some students if they were a certain ethnicity based on their names.

Maybe most glaringly, Professor Mufwene was not open to feedback. He would not apologize sincerely to students, and any "sorry" said was a flippant one that clearly demonstrated that he did not think he had done anything wrong.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	76.92%	23.08%
Anyone interested in the topic	84.62%	15.38%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
The two slideshows put on Canvas at the beginning of the quarter were helpful for synthesizing information.
Nothing. The discussions were repetitive and revolved around his opinion and his opinion only.
none.
I enjoyed it when he shared his relevant personal experiences, as he is very accomplished and well–versed in the topics we discussed. I felt like they gave me a more solid foundation to discuss the readings I wouldn't have otherwise had.
NA
Assigning interesting readings
I don't think anything contributed to my "learning" of intended course concepts, but rather class discussions helped me learn Sali's opinion about the texts which you would basically have to cosign in your essays or else you would be deducted points for "leaving important concepts out". As far as "language and identity" and writing an objectively good paper, my gain was zilch.
None. Prof. Mufwene taught me how to navigate uncomfortable situations produced by an instructor; he gave invaluable real–world practice experiences.
sometimes the linguistic aspects were quite interesting, but were unrelated to the course
Nothing.
NOTHING. I felt like if your idea did not align with the teacher's, then he made you feel like it was wrong.
Professor Mufwene is very knowledgeable about linguistics and different dialects.

What could the instructor modify to help you learn more?

Comments
This was the least organized course that I have every taken. After the first class, the syllabus was not used at all, nor was it adapted as the course went on. Guidelines for homework and readings were never established, leading the class to have a wide range of understanding of the expectations. Additionally, the essay prompts given were not clear at all. Despite the instructor having a clear idea of what he wanted the essay, and it was not conveyed to the class, leading to students having difficulty writing the essays.
Stick to the syllabus. Come to class with a plan and not teach on the whim. Actually respect his student's opinions. Have clearer guidelines for grading.
structure the discussion with insightful questions and allow students to have their own discussion
I believe having a more open–minded approach to discussion would be helpful. It seemed like any points that he didn't agree with was automatically "wrong."
It would help if Sali did the entire readings of certain texts, rather than only reading the parts he found most interesting/pertinent. There were several moments this quarter where he would admit that he "hadn't read that far," or where he began leading a discussion on a text we hadn't read, thinking it was what he had assigned. Most of the time, these shortsights were inconsequential to the overall discussion, but there was one class in particular that illustrates the concerning level of ignorance Sali carried in regards to particular topics. The last text we read for this class involved the use of a homophobic slur, and used it as a central topic to explore sociolinguistics. Sali would repeatedly use this word and its derivations, even after a student who identifies with the identity that slur purports to target had attempted to set a "ground rule" for the discussion where both Sali and the other students would refrain from using that word. I assume that Sali did not understand that student's point, because for the rest of the duration of the class, he continued to use the slur and its derivations. At the end of the class period, this student again raised the issue of using the slur, to which Sali finally understood their point, apologized, and admitted that he did not know that the word was still used as a slur. I do not bring this up to suggest that Sali was using this term maliciously, but I think it is concerning that a linguist—or any professor for that matter—would not take the time to look enough into the meaning of a key term to discover that it is, in fact, a slur. Moving forward, I'd hope Sali would take more time to have a fuller grasp of the material we read to better facilitate discussions and avoid situations like this one. I felt that Sali also had a tendency to be inadvertently dismissive of students and their viewpoints. By this I do not mean that he was merely rigorous in demanding that students could substantiate their claims in class with textual evidence, and ensuring that students were nuanced in their arguments. This is fine, and, at this school, super helpful to learn how to do. What I do mean is that he would make broad assumptions about what students had or had not considered based on his perception of their lived experiences. In one class discussion, Sali told a student that they had "clearly not considered" a particular element of a controversial topic, simply because that student was disagreeing with an author's expressed viewpoint on a controversial issue. It got to the point that our writing advisor stepped in to clear the air and suggest that he refrain from using language that makes unfounded assumptions about what students have considered, experienced, or perceived. I think it's a bit sad that that could be something that someone needs reminding of, especially in an academic setting.
Make the content clearer and easier to understand
I think they could be less controlling during class time, letting more people speak and not shutting down any and every point made
I honestly don't think this instructor should be teaching a HUM class. I could see how his extensive research experience, unique personal background, and eccentric conversationalism would be very good in an upper–level linguistics or social theory class. However, I think putting him in a HUM class with first–year kids who are just trying to make it through first year English is cruel (especially when his course reviews for HUM in the past are also atrocious).
Reconsider your pedagogical intentions and think before you choose to comment on a student's ideas, rebuttals, or identity. There were many times where the entire class felt uncomfortable due to a backhanded or harsh comment you uttered. Also, don't just cancel office hours because you *think* you answered the question clearly in class.
let students talk more instead of the class being more like a monologue
He could spend more time listening to student opinions instead of expecting us to parrot his. He could also provide more clear instructions on reading assignments, and not try to "hide" things in our essay prompts. Essays should also have feedback written throughout, rather than only concentrated in one section of the paper.
EVERYTHING. He needs to be more open to differing opinions, learn how to properly express what he wants from the students, and have a better assignment structure overall. The class felt very disorganized.
I wish the professor was better versed in the texts. There were times when students had read more than he had because Professor Mufwene assigned us to read "some" of the book.

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	1.85	2.00	46.15%	30.77%	15.38%	7.69%	0.00%	0.00%
Presented lectures that enhanced your understanding.	2.38	2.00	23.08%	38.46%	23.08%	7.69%	7.69%	0.00%
Facilitated discussions that were engaging and useful.	1.92	2.00	38.46%	46.15%	0.00%	15.38%	0.00%	0.00%
Stimulated your interest in the core ideas of the course.	1.92	2.00	46.15%	23.08%	23.08%	7.69%	0.00%	0.00%
Challenged you to learn.	2.62	3.00	23.08%	23.08%	23.08%	30.77%	0.00%	0.00%
Helped you gain significant learning from the course content.	1.92	2.00	30.77%	46.15%	23.08%	0.00%	0.00%	0.00%
Was available and helpful outside of class.	2.25	2.00	30.77%	30.77%	7.69%	23.08%	0.00%	7.69%
Motivated you to think independently.	2.08	2.00	46.15%	23.08%	7.69%	23.08%	0.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	1.69	1.00	53.85%	30.77%	7.69%	7.69%	0.00%	0.00%
Overall, this instructor made a significant contribution to your learning.	1.77	1.00	53.85%	23.08%	15.38%	7.69%	0.00%	0.00%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments
Clara Mitchell. Ms. Mitchell was very helpful in advocating for the students in terms of clarifying the deadlines and expectations set by the instructor. I wish that we had more time to work on writing structure with our drafts and it would have been helpful to have more concrete work and assignments to look back on when writing papers.
Clara Mitchell. Clara did her very best at being a grounding force in an otherwise unconventional and unpredictable quarter of Language and the Human. She was an intermediary between us students and our professor, and I sincerely appreciate her efforts to advocate for us.
Clara Mitchell
Clara Mitchell

The TA/CA or Intern. . .

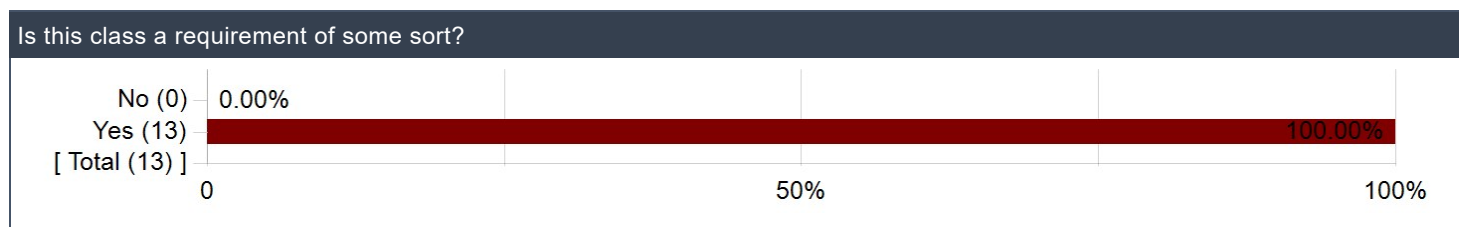|	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Gave you useful feedback on your work.	4.00	4.50	0.00%	25.00%	0.00%	25.00%	50.00%	0.00%
Stimulated your interest in the core ideas of the class.	3.00	3.00	0.00%	25.00%	25.00%	25.00%	0.00%	25.00%
Challenged you to learn.	4.00	4.00	0.00%	0.00%	25.00%	25.00%	25.00%	25.00%
Helped you succeed in the class.	4.25	4.50	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%
Was available and helpful outside of class.	4.67	5.00	0.00%	0.00%	0.00%	25.00%	50.00%	25.00%
Overall, this individual made a significant contribution to your learning.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%

How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	1.00	1.00	11.11%	0.00%	0.00%	0.00%	0.00%	88.89%
Field Trips	1.00	1.00	11.11%	0.00%	0.00%	0.00%	0.00%	88.89%
Library Sessions	1.00	1.00	11.11%	0.00%	0.00%	0.00%	0.00%	88.89%
Review Sessions	2.50	2.50	11.11%	0.00%	0.00%	11.11%	0.00%	77.78%
Writing Seminars	4.09	4.00	0.00%	0.00%	27.27%	36.36%	36.36%	0.00%

Other course elements not mentioned above:

Comments
NA
N/A

Is this class a requirement of some sort?

Is this class a requirement of some sort?

No (0) 0.00%
Yes (13) 100.00%
[Total (13)]

0   50%   100%

Prior to starting this class, your interest level was?

Prior to starting this class, your interest level was?

Very low (1) 7.69%
Low (1) 7.69%
Neutral (3) 23.08%
High (5) 38.46%
Very high (3) 23.08%
[Total (13)]

0   50%   100%

Now that this class is over, your interest is?

Now that this class is over, your interest is?

Diminished (9) 69.23%
Satisfied (4) 30.77%
Heightened (0) 0.00%
[Total (13)]

0   50%   100%
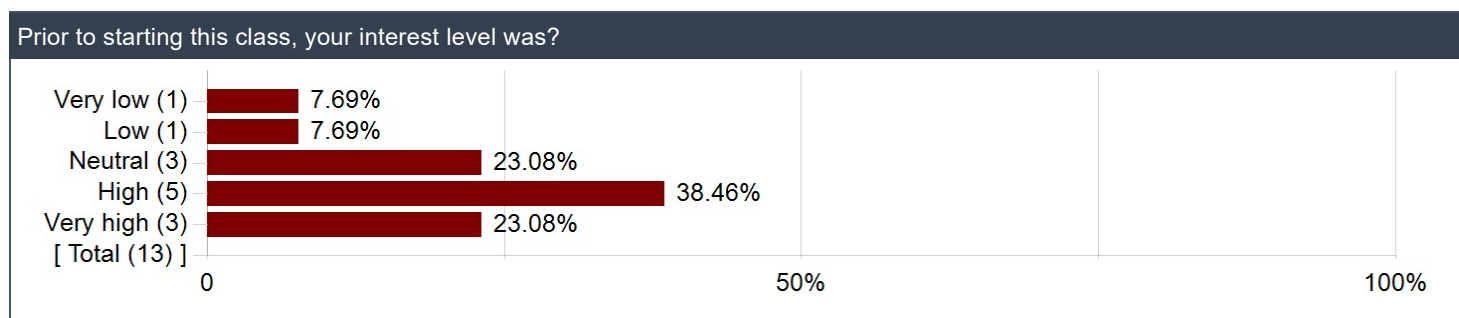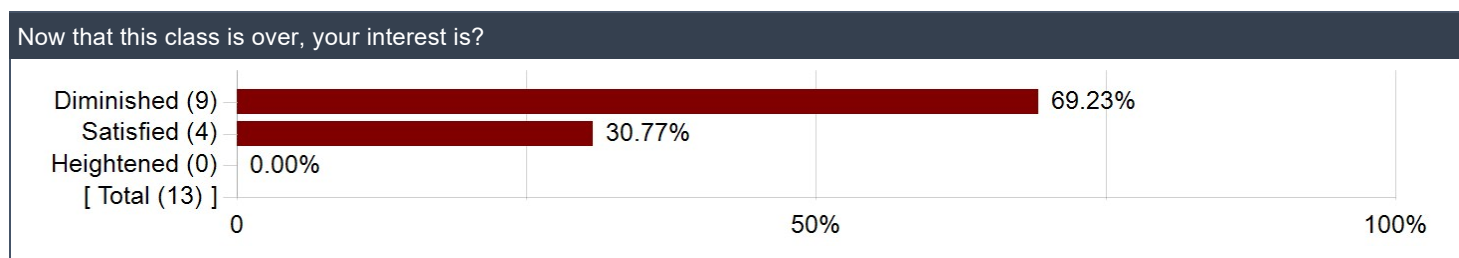
Why did you choose to take this course? (Select all that apply)
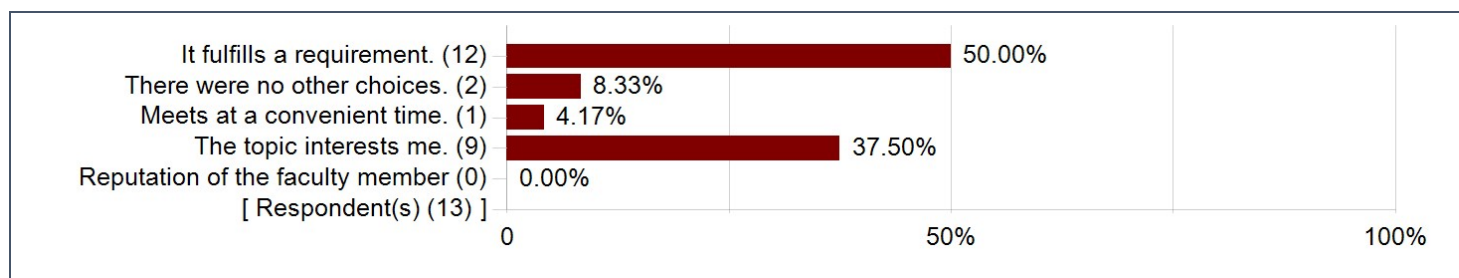
It fulfills a requirement. (12)	50.00%
There were no other choices. (2)	8.33%
Meets at a convenient time. (1)	4.17%
The topic interests me. (9)	37.50%
Reputation of the faculty member (0)	0.00%
[Respondent(s) (13)]	

How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?

<5 hours (9)	69.23%
5-10 hours (4)	30.77%
10-15 hours (0)	0.00%
15-20 hours (0)	0.00%
20-25 hours (0)	0.00%
25-30 hours (0)	0.00%
>30 hours (0)	0.00%
[Total (13)]	

What proportion of classes did you attend?

What proportion of classes did you attend?

None (0)	0.00%
25% (0)	0.00%
50% (0)	0.00%
75% (0)	0.00%
All (13)	100.00%
[Total (13)]	
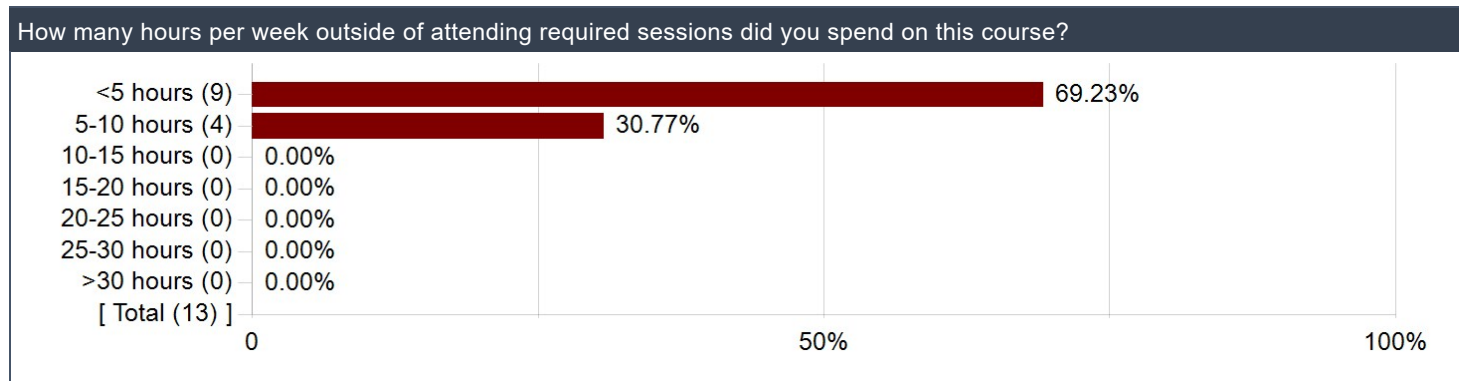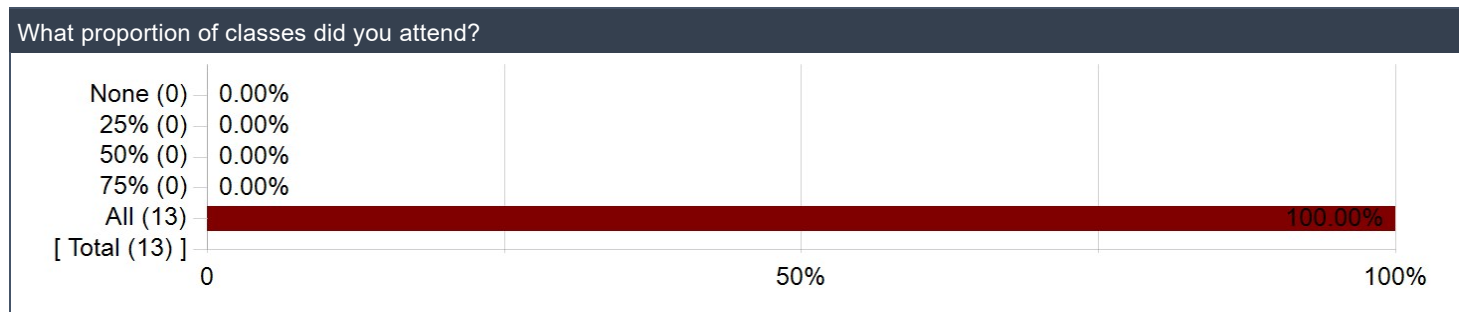
Please comment on the level of difficulty of the course relative to your background and experience.

Comments
I do not feel like the class in general was particularly hard, but the unclear expectations made it very frustrating and difficult to prepare for this class.
In contrast to my first quarter in this course, the winter quarter instructer completely diminished my interest in this field.
no background needed.
Coming from the first quarter of the course, I would say this course was only medium difficulty. I felt like I knew what was expected regarding reading and discussion–based classes.
It's pretty easy as far as HUM sequences go. Probably switch into another section if you actually enjoy Language and the Human, and want to continue to enjoy it.
This class was very very difficult to understand
I have already spoken about how I thought this course was not at all intellectually enriching. There were a few times when Sali called out students who appeared to be a certain race (ex African American, Mexican American) and asked them what they thought about a concept related to his perception of their race. He also made a student look stupid for her views on affirmative action, and by bringing up her views again in a later class evidently made her very uncomfortable. There was one class where he kept repeatedely saying the word d*ke (slur against lesbians) despite several lesbian members of the class repeatedly correcting him which made the class VERY uncomfortable— when he finally seemed to get what they were saying, he claimed something to the effect of "oops, I didn't know" as if he is not a linguist that was supposed to prepare before class for the exact same text we all read about the reclamation of this SLUR. He also basically ejected the writing intern from the class by making his own style of essays and changing the grade distribution so that the writing seminar/writing intern were not included at all. From what I heard from other students, he deducted points on essays simply for not choosing to talk about certain topics that he felt "needed" to be included, but were basically just synonymous with his opinions about the books. And there were multiple times when I tried to provide an answer to a question HE HAD ASKED in class and he would respond very rudely — for example: "that's literally what I just said. Next". This is just the tip of the iceberg and I would ask that this professor be removed from HUM in future years.
This is not a difficult course, content wise. The prof. just makes it unbearable. Please try to switch sections if possible.
it was just really poorly structured and the instructor did not adhere to the syllabus at all
Difficult only because it was not about actually writing a well–written essay, but rather about finding the topics that the Professor seemed to agree with the most.
The class got incredibly difficult, but I think that had way more to do with the teacher. The material itself was not difficult, but the expectation of the class in terms of essay expectation was insanely difficult to grasp. I'm not a mind reader
The course is quite easy, especially if you are passionate about language.