



# AKKD 10503 1, AKKD 10503 1 - Introduction to Old Babylonian III - Instructor(s) - Ryan Winters

Project Title: **College Course Feedback - Spring 2024**

Number Enrolled: **7**

Number of Responses: **5**

---

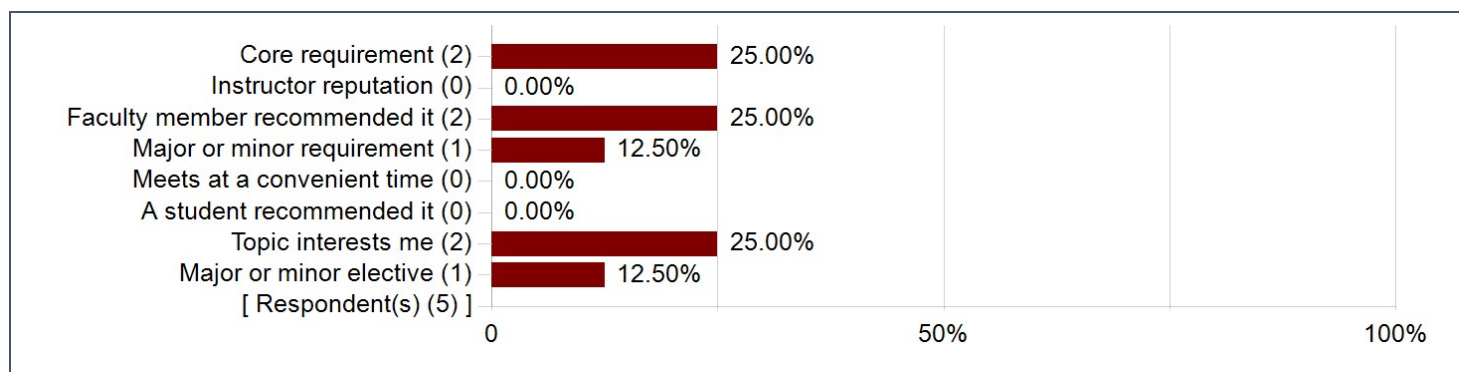
## Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

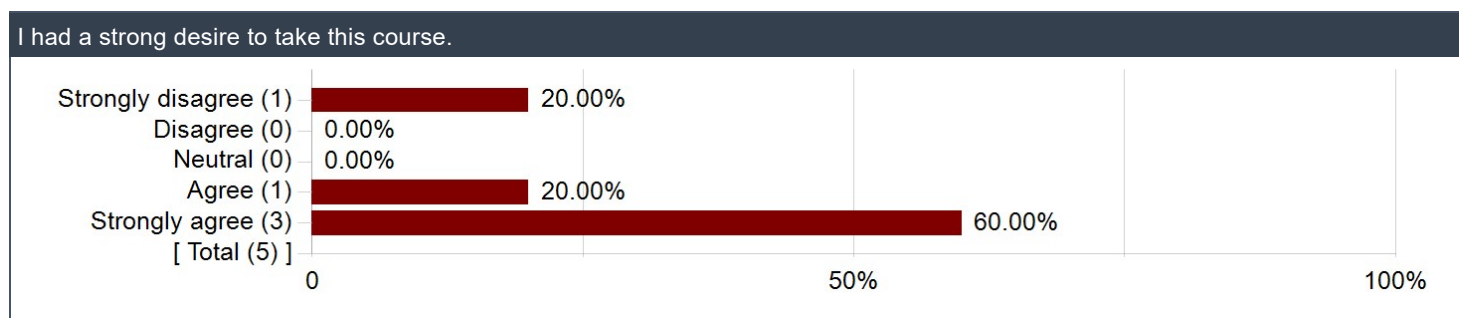
---

Creation Date: **Thursday, July 11, 2024**

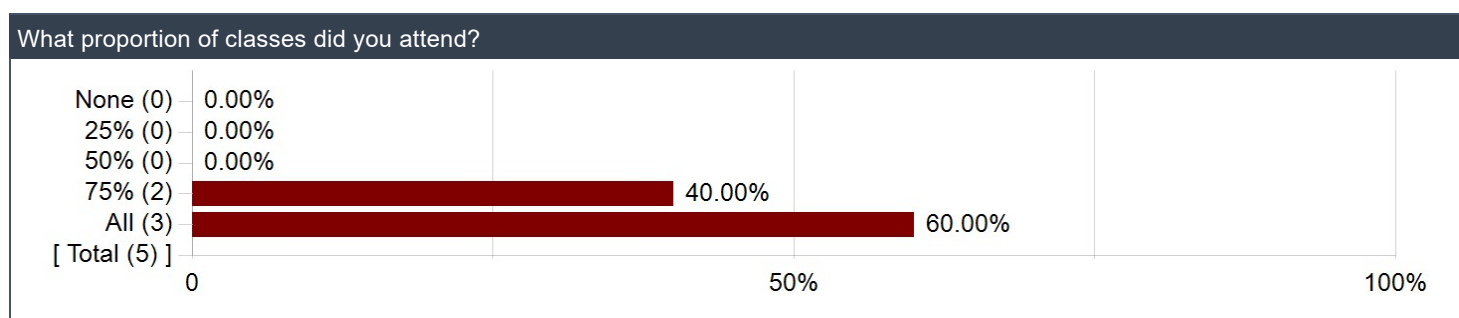
### Why did you choose to take this course? (Select all that apply)



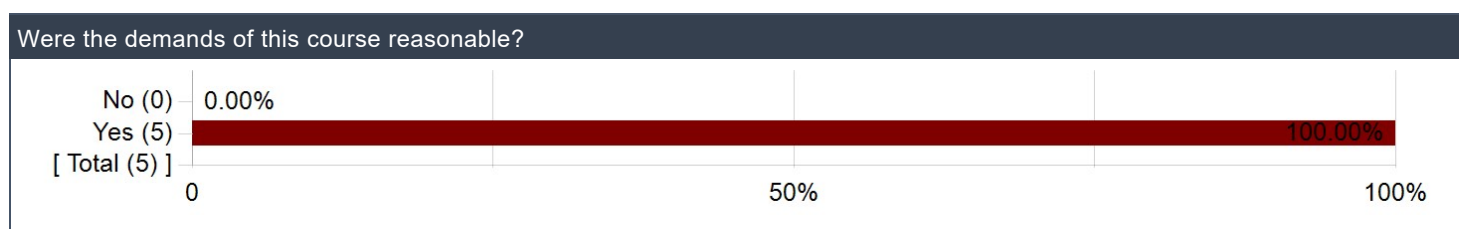
### I had a strong desire to take this course.



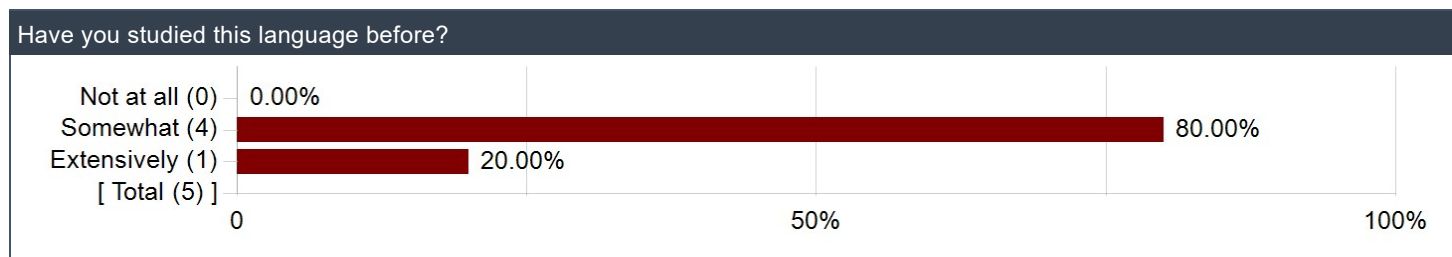
### What proportion of classes did you attend?



### Were the demands of this course reasonable?



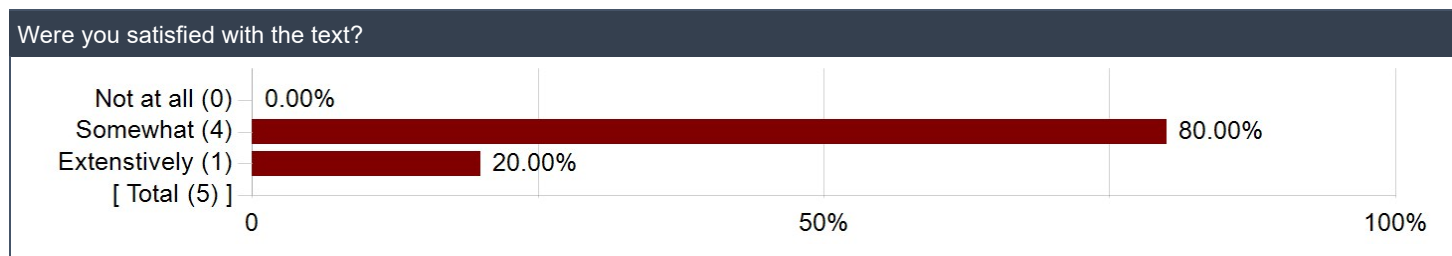
## Have you studied this language before?



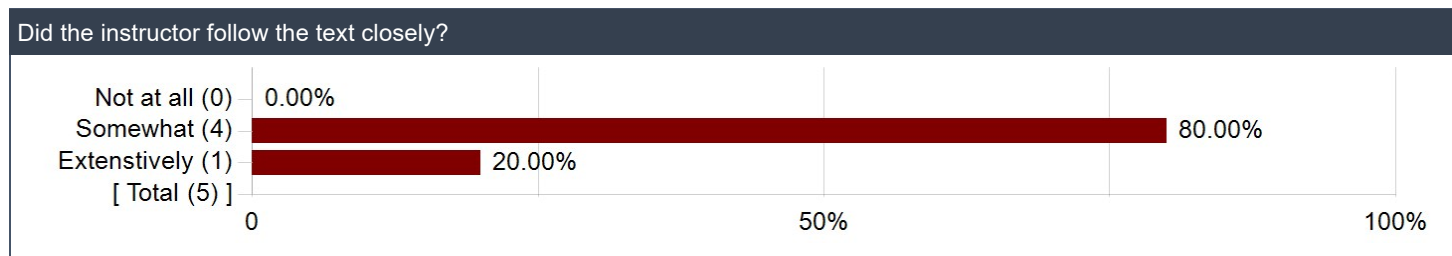
## Rate the extent to which different aspects of the language were stressed:

	Mean	Median	Not At All	A Little	Some	A Lot	Extremely	Vigorously
Speaking	1.25	1.00	75.00%	25.00%	0.00%	0.00%	0.00%	0.00%
Spelling	2.60	3.00	40.00%	0.00%	40.00%	0.00%	20.00%	0.00%
Reading	5.00	5.00	0.00%	0.00%	0.00%	40.00%	20.00%	40.00%
Writing	2.40	1.00	60.00%	0.00%	0.00%	20.00%	20.00%	0.00%
Grammar	4.20	5.00	0.00%	20.00%	20.00%	0.00%	40.00%	20.00%
Vocabulary	3.20	2.00	20.00%	40.00%	0.00%	0.00%	20.00%	20.00%

## Were you satisfied with the text?



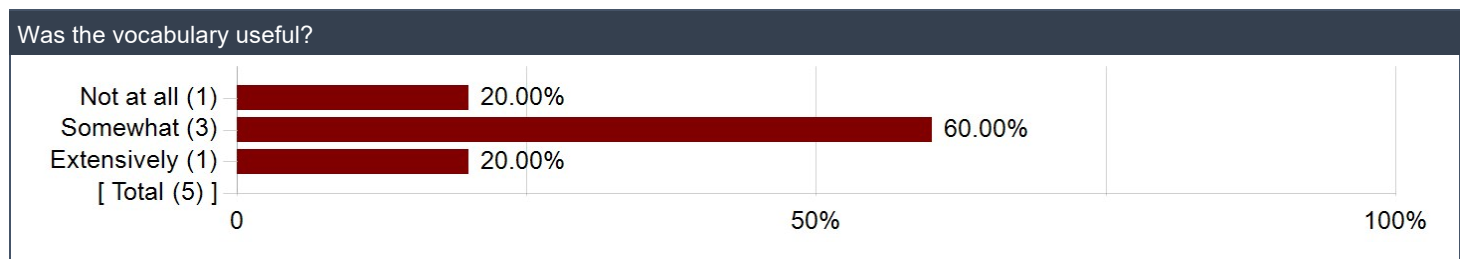
## Did the instructor follow the text closely?



## Explain:

Comments
We never talked about normalization of the text. The instructor cared that we could understand the cuneiform, to an extent, and that we could translate to english.
I believe I would have gotten more out of this class if we went through less material in greater detail rather than going through so much material so quickly.

## Was the vocabulary useful?

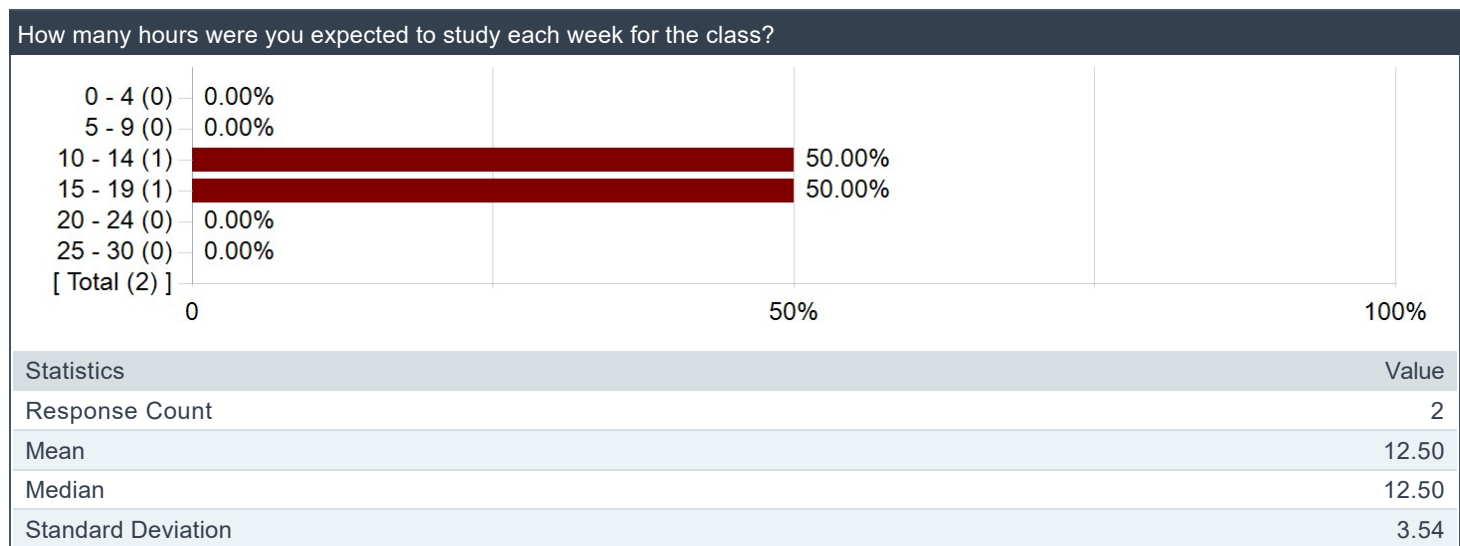


## Why?

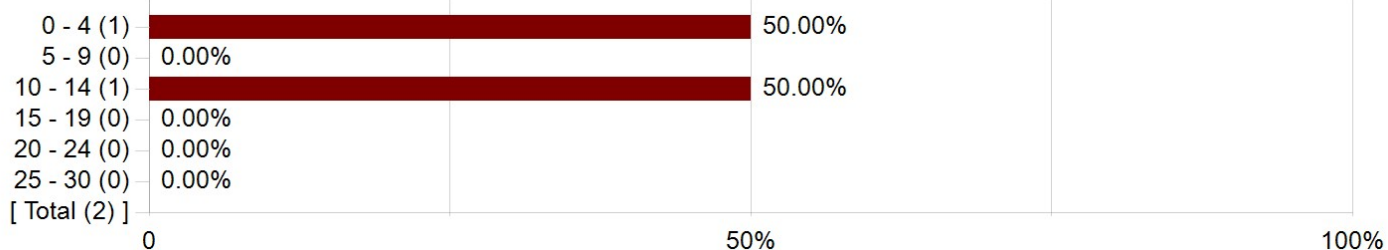
Comments
I do not think we learned much vocabulary

## Describe the format of the class (lecture, drills, etc.). Was this format productive? Please be specific.

Comments
Rarely there was an introduction to the text. It was often just one student at a time translating a part of the text and the professor feeding the correct answer if a student was incorrect. It didn't really help with learning.
We read texts in cuneiform and gave a verbal translation in class. We did not discuss normalizations in Akkadian 95% of the time, which I would have preferred to have done. We also did not spend much time in class discussing grammar.

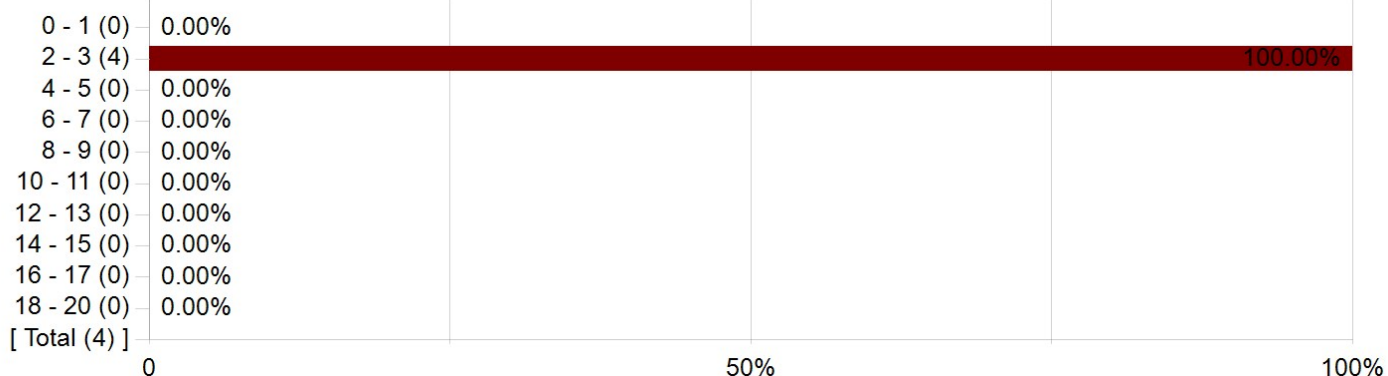


### How many hours did you spend?



Statistics	Value
Response Count	2
Mean	9.00
Median	9.00
Standard Deviation	7.07

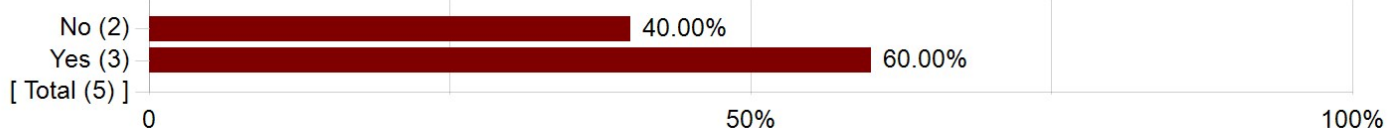
### How many written quizzes were given?



Statistics	Value
Response Count	4
Mean	3.00
Median	3.00
Standard Deviation	0.00

### Were there daily assignments? (i.e., journals)?

#### Were there daily assignments? (i.e., journals)?



### Was your instructor organized?

Mean	Median	Very Unorganized	Somewhat Unorganized	Fairly Organized	Somewhat Organized	Very Organized
4.20	5.00	0.00%	0.00%	40.00%	0.00%	60.00%

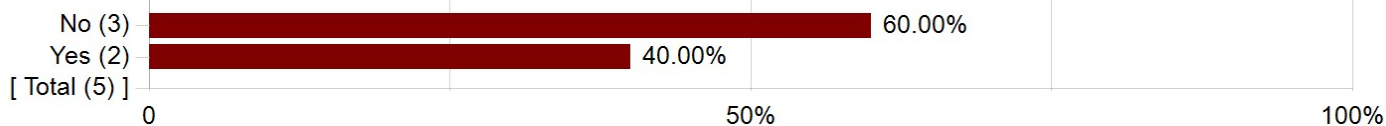
## Explain

### Comments

He provided the text and information, but he often did not have grammatical analysis or care for normalization. And at some points he mixed up explanations and had to email after class the corrections.

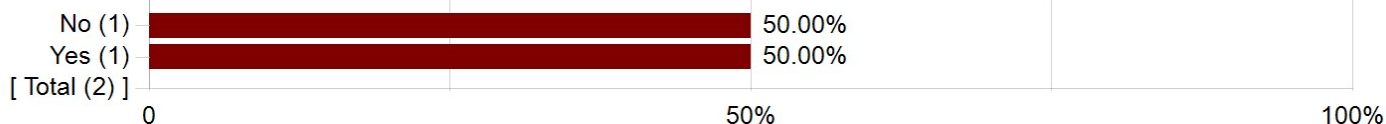
## Were cultural units included?

### Were cultural units included?



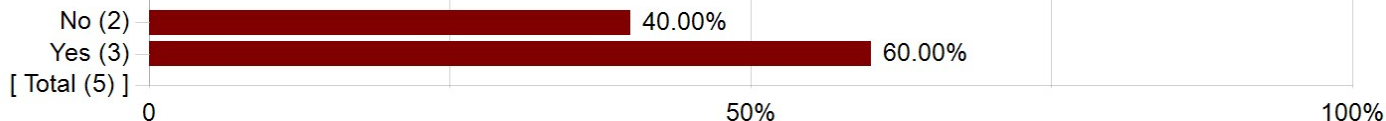
## Were they interesting or helpful?

### Were they interesting or helpful?



## Overall, would you say you had a good instructor?

### Overall, would you say you had a good instructor?



## Why?

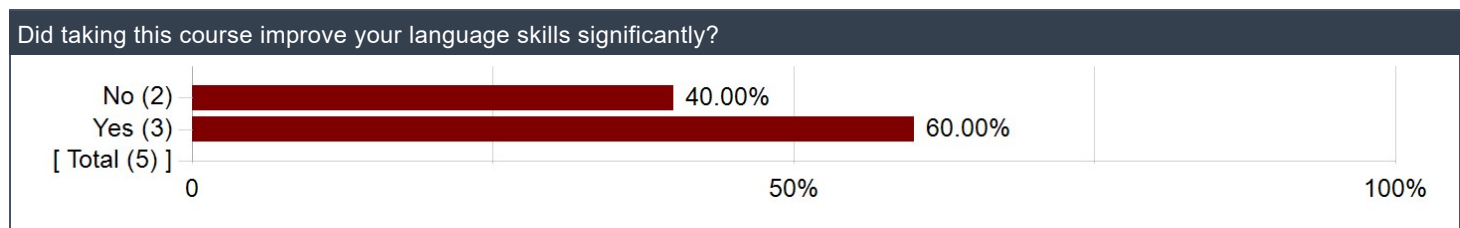
### Comments

Our professor was unprofessional at some points. We had a letter and to introduce the letter he said that we had not heard from this part of society yet and that the letter contained something that that part of society does a lot of which was complaining. The letter was from a woman. Along with clear sexism during the encampment he offered extra credit if someone was arrested or got on AP news with a "pig's" foot on them meaning a cop. He also made a disparaging comment against Zionism in the same situation. I think making these statements in the classroom is out of topic and unhealthy for students just wanting to learn and not be apart of political issues.

He seemed like a great guy who wanted to help, but I don't think that the curriculum prepared and style of the class actually helped me improve my ability to read the language.

Dr. Winters was willing to stop class and explain to any confused student. I felt comfortable asking questions and receiving help.

## Did taking this course improve your language skills significantly?



## In what way?

Comments

It didn't. I think my own practice was more beneficial than this course. All though the texts were interesting and they helped partially with reading the script.

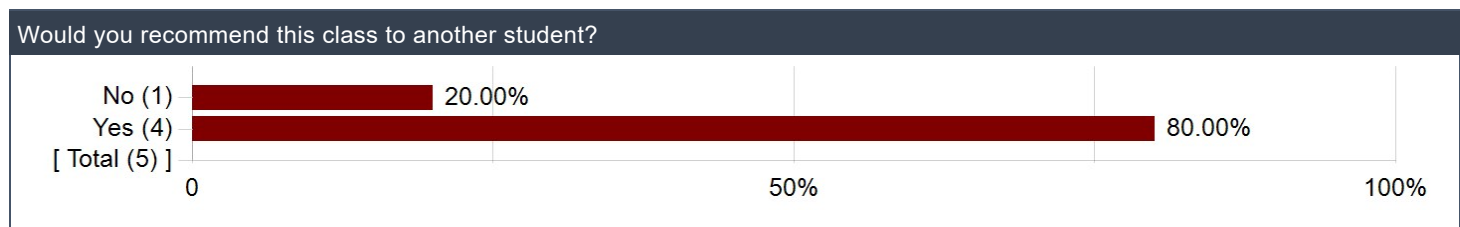
## How would you improve this course?

Comments

A more prepared instructor who wants more from their students. Maybe it'd be beneficial to have a way of showing our normalizations and other work that can help with our grammar.

I would reduce the amount of texts we read and/or go over the texts in greater detail in class. I would put more emphasis on understanding grammar and preparing an Akkadian normalization rather than jumping straight from identifying the cuneiform signs to an English translation.

## Would you recommend this class to another student?



## Why?

Comments

At this current state, no.

There's no other option for 3rd quarter learning Akkadian.