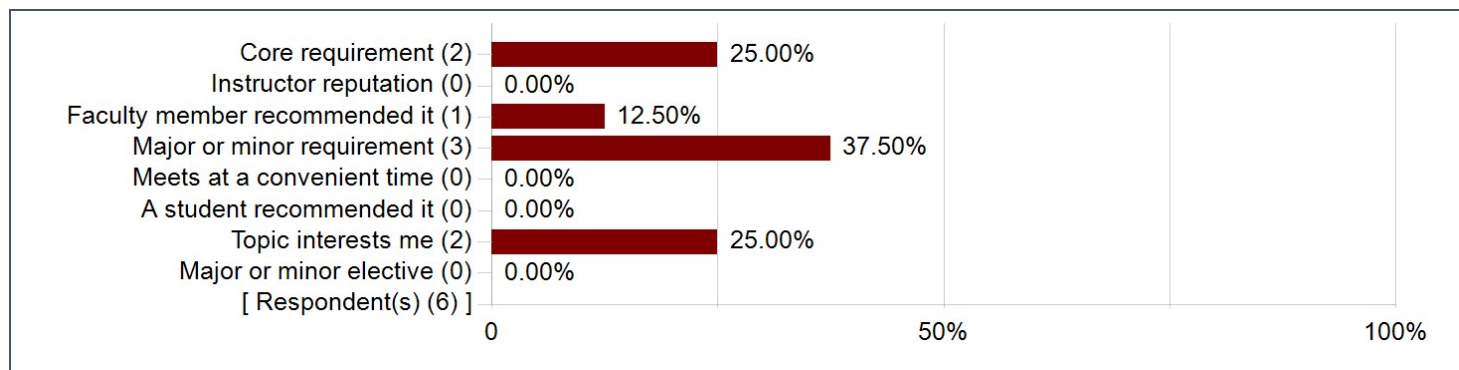**Report Comments**
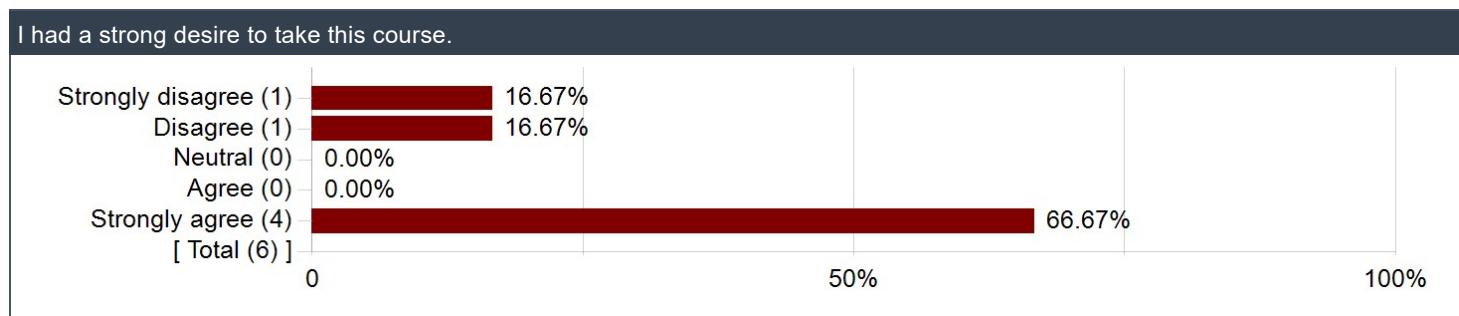
Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

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

Core requirement (2)	25.00%
Instructor reputation (0)	0.00%
Faculty member recommended it (1)	12.50%
Major or minor requirement (3)	37.50%
Meets at a convenient time (0)	0.00%
A student recommended it (0)	0.00%
Topic interests me (2)	25.00%
Major or minor elective (0)	0.00%
[Respondent(s) (6)]	

I had a strong desire to take this course.

I had a strong desire to take this course.

Strongly disagree (1)	16.67%
Disagree (1)	16.67%
Neutral (0)	0.00%
Agree (0)	0.00%
Strongly agree (4)	66.67%
[Total (6)]	

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% (2)	33.33%
All (4)	66.67%
[Total (6)]	

Were the demands of this course reasonable?

Were the demands of this course reasonable?

No (0)	0.00%
Yes (6)	100.00%
[Total (6)]	

Have you studied this language before?

Have you studied this language before?

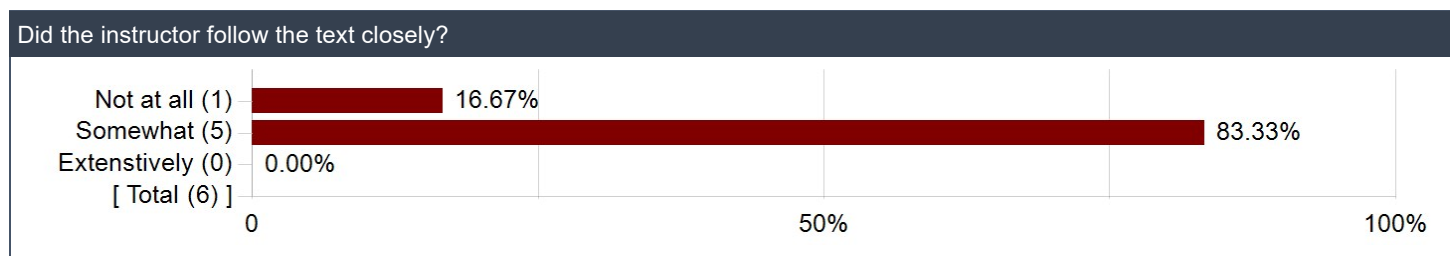|	
Not at all (5)	83.33%
Somewhat (1)	16.67%
Extensively (0)	0.00%
[Total (6)]	

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	1.80	2.00	20.00%	80.00%	0.00%	0.00%	0.00%	0.00%
Spelling	4.67	5.00	0.00%	0.00%	33.33%	16.67%	0.00%	50.00%
Reading	4.17	4.00	0.00%	0.00%	16.67%	66.67%	0.00%	16.67%
Writing	4.00	3.00	0.00%	0.00%	66.67%	0.00%	0.00%	33.33%
Grammar	5.17	5.50	0.00%	0.00%	16.67%	0.00%	33.33%	50.00%
Vocabulary	4.67	4.50	0.00%	0.00%	16.67%	33.33%	16.67%	33.33%

Were you satisfied with the text?

Were you satisfied with the text?

Not at all (0)	0.00%
Somewhat (4)	66.67%
Extenstively (2)	33.33%
[Total (6)]	

Did the instructor follow the text closely?

Did the instructor follow the text closely?

Not at all (1)	16.67%
Somewhat (5)	83.33%
Extenstively (0)	0.00%
[Total (6)]	
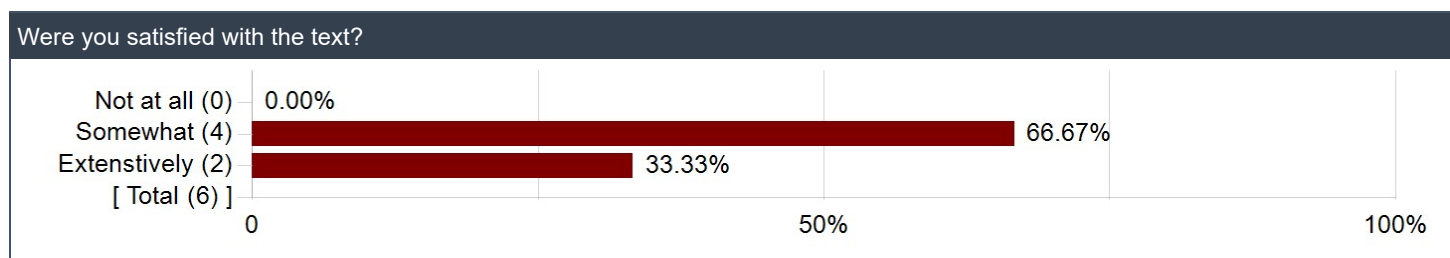
Explain:

Comments

It was difficult to use Huehnergard in tandem with the course, because they moved in a different order and the course moved slower than the schedule posted on Canvas. I read for the first couple weeks, but then gave up because of those reasons.

The instructor loosely followed the textbook, but mostly relied on notes designed specifically for the class. To me, this was a good thing because it made the language more approachable.

The textbook was quite useful and comprehensive, but sometimes overcomplicated as it was written by a linguist. Thankfully, Prof. Paulus systemized the material into worksheets that we fill in during class, and can use as study material.

The readings were helpful. Sometimes, we need to see the same concepts explained differently to understand them.
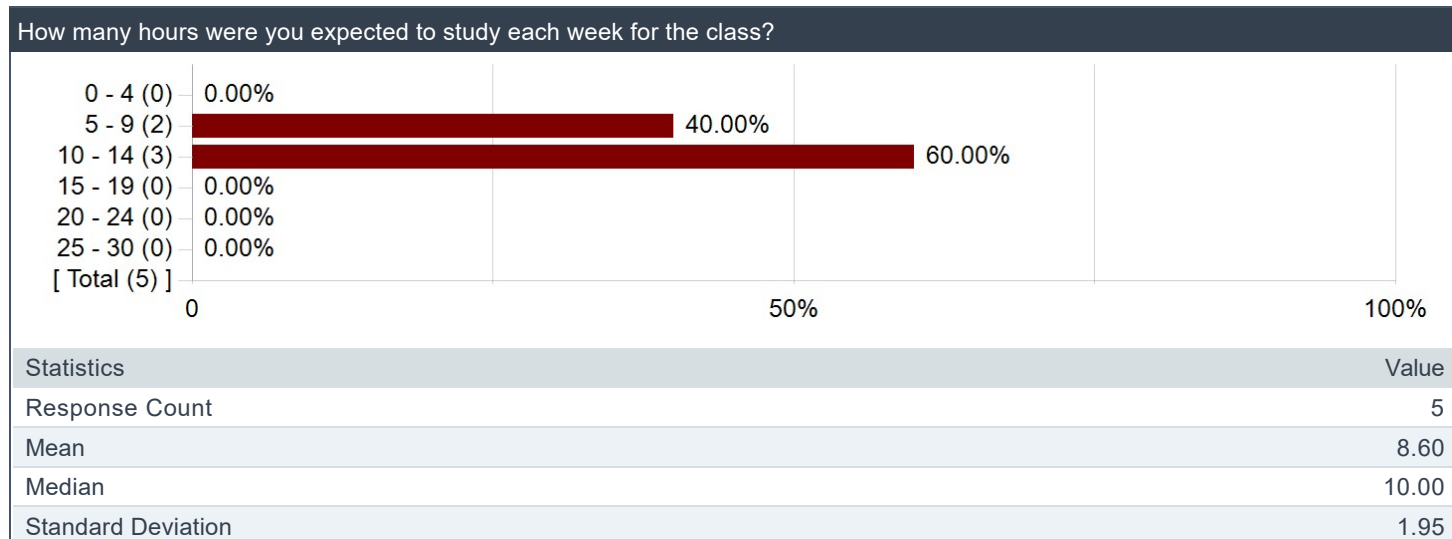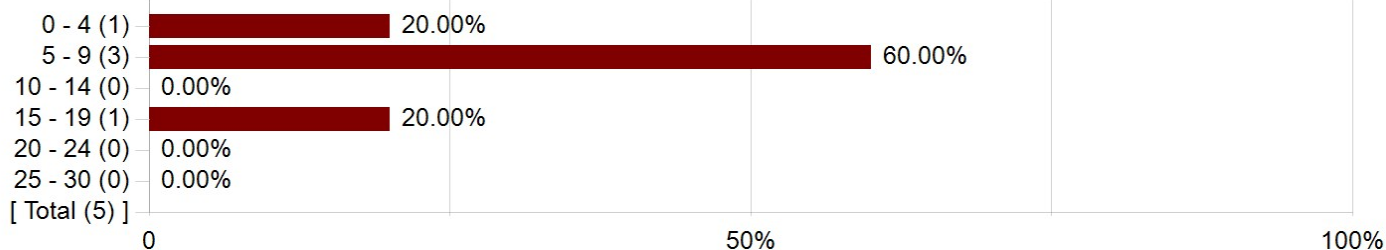
Was the vocabulary useful?

Was the vocabulary useful?

Not at all (0) — 0.00%
Somewhat (2) — 33.33%
Extensively (4) — 66.67%
[Total (6)]

Why?

Comments
The vocabulary was great. I was able to make flashcards and study using the signs and words we were given. But I wish that, alongside the sign list, there was a word list (nouns, verbs, adjectives) which we were expected to learn. Instead, these were mentioned on the class worksheets and it was left to Thomas to create a list of them.
For the types of texts read in Akkadian, they were the words you need to know.
It was a the first course in the sequence, and we learnt the most commonly used words
Studying the vocabulary on index cards and Quizlet helped me memorize the words.

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

Comments
each class was going over new grammar. It was productive at first but once we started getting into complicated grammar it felt as though I had no time to learn the grammar before new ones were introduced.
The class just went through the worksheets. I guess it was decently productive.
Largely lecture style. I think it would have been nice to spend some more time reviewing exercises in class. The grammar, especially toward the end of the quarter, was relentless.
We had in class lectures about Akkadian grammar (laced with new vocabularies) where we take notes on a worksheet, and then we were assigned readings in the text book to do after lecture. Cuneiform was provided to us via a sign list, and we learn that in our own time and apply it in the weekly homework (graded on completion). There are weekly short quizzes as well. Most lectures were on grammar, but some were focussed on exercises that we also encounter on homework and exams. Office hours was offered by both the professor and the TA, and they are very responsive via email. In general, this format worked quite well for me. I do find the pacing of the course to be much quicker than any other language courses I have taken, but to be fair all courses at UChicago are fast–paced.
Lectures on grammar, homework, and a quiz once a week.

How many hours were you expected to study each week for the class?

0 - 4 (0) — 0.00%
5 - 9 (2) — 40.00%
10 - 14 (3) — 60.00%
15 - 19 (0) — 0.00%
20 - 24 (0) — 0.00%
25 - 30 (0) — 0.00%
[Total (5)]

Statistics	Value
Response Count	5
Mean	8.60
Median	10.00
Standard Deviation	1.95

How many hours did you spend?

0 - 4 (1)	20.00%
5 - 9 (3)	60.00%
10 - 14 (0)	0.00%
15 - 19 (1)	20.00%
20 - 24 (0)	0.00%
25 - 30 (0)	0.00%
[Total (5)]	

Statistics	Value
Response Count	5
Mean	6.60
Median	5.00
Standard Deviation	4.93

How many written quizzes were given?

0 - 1 (1)	20.00%
2 - 3 (0)	0.00%
4 - 5 (0)	0.00%
6 - 7 (0)	0.00%
8 - 9 (3)	60.00%
10 - 11 (1)	20.00%
12 - 13 (0)	0.00%
14 - 15 (0)	0.00%
16 - 17 (0)	0.00%
18 - 20 (0)	0.00%
[Total (5)]	
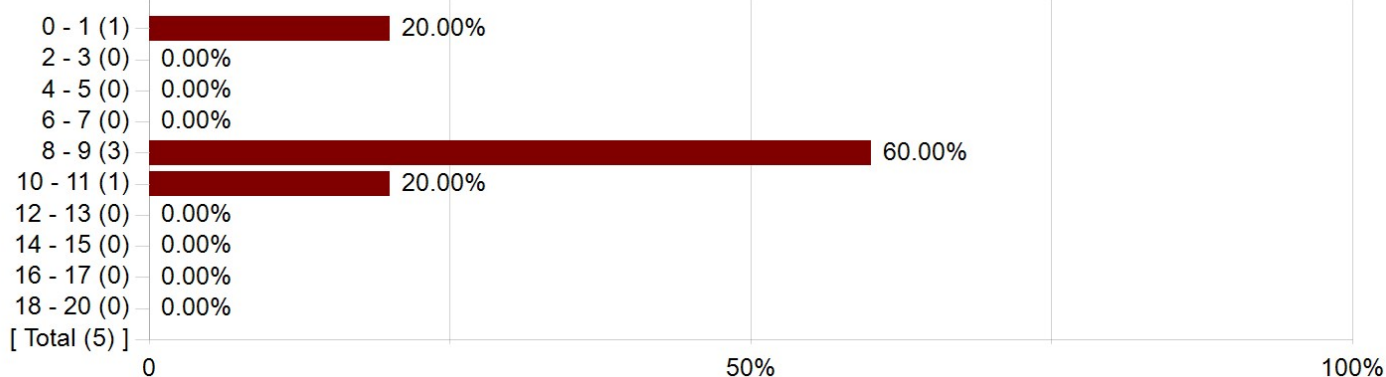
Statistics	Value
Response Count	5
Mean	7.00
Median	8.00
Standard Deviation	4.00

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

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

No (4)	66.67%
Yes (2)	33.33%
[Total (6)]	
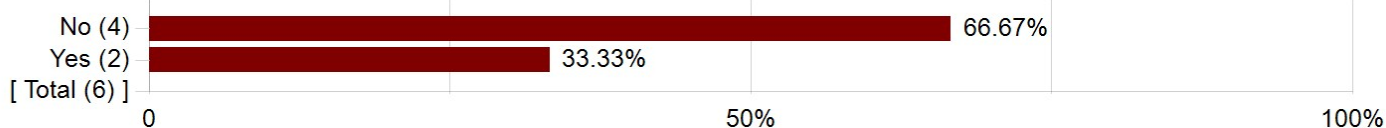
If there were required outside activities (i.e. foreign films or SCOLA), describe your experience.

Comments

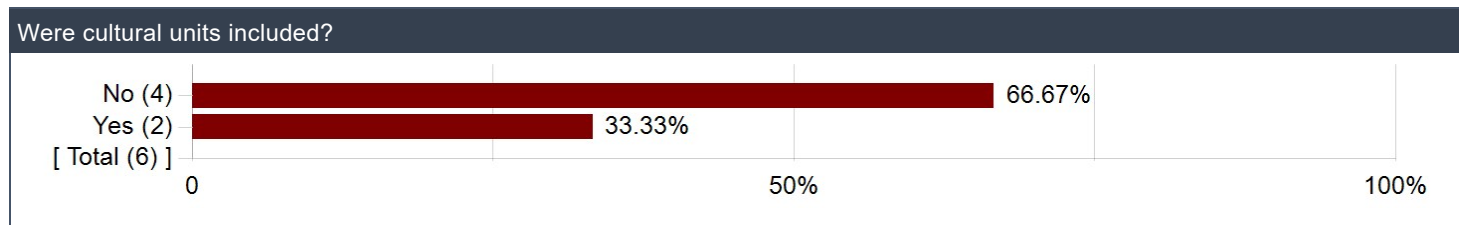Office hours if one received low quiz scores.

Was your instructor organized?

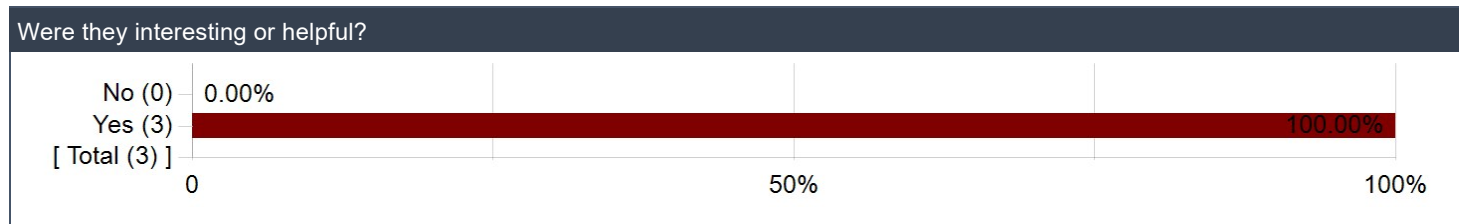| Mean	Median	Very Unorganized	Somewhat Unorganized	Fairly Organized	Somewhat Organized	Very Organized
3.50	4.00	16.67%	0.00%	16.67%	50.00%	16.67%

Explain

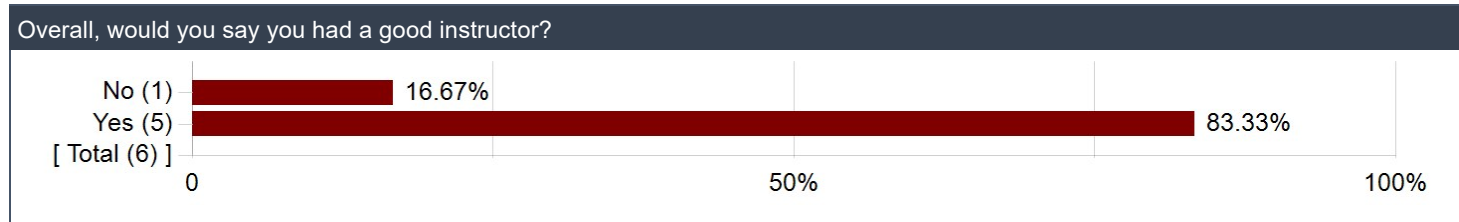| Comments |
|---|
| I mean, the course was extremely simple, with weekly homework and quizzes and using the classes to just go through the worksheets. But these were organized pretty well. |
| Had fully planned out notes for the whole quarter, but sometimes forgot to print out those notes and had to ask the TA to print them out for her. Usually lectured with a projected iPad, but sometimes the iPad's battery was nearly dead and would die during class. Small things, nothing significant. |
| Prof. Paulus's worksheets in class were very useful and systemized the complicated material from the textbook into a very digestible format, which I really appreciate. The only con that I can think of is that I do feel like while the individual units of material were systemized, the bigger picture – as in how all of these units fit together – lack systemization. For example, if Unit D expands on the content of unit A that was taught maybe 2 weeks ago, this would not be specifically flagged and these units would not be connected together during class. Hence, you do need to do your own work outside of class to pierce together each individual element that you have learnt. This is not a big deal in my opinion, but I guess to solve it I would suggest potentially having a comprehensive worksheet of the entire course's grammar that students can fill in as we progress. That would be pretty awesome! |

Were cultural units included?

Were cultural units included?

No (4) — 66.67%
Yes (2) — 33.33%
[Total (6)]

0   50%   100%

Were they interesting or helpful?

Were they interesting or helpful?

No (0) — 0.00%
Yes (3) — 100.00%
[Total (3)]

0   50%   100%

Overall, would you say you had a good instructor?

Overall, would you say you had a good instructor?

No (1) — 16.67%
Yes (5) — 83.33%
[Total (6)]

0   50%   100%

Why?

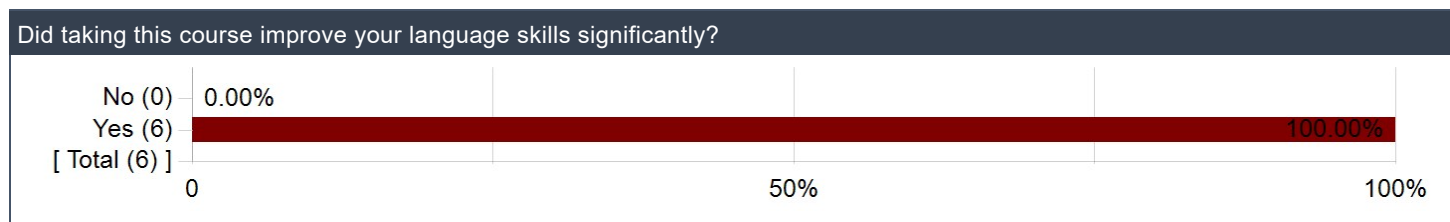| Comments |
| --- |
| The instructor would seem to get upset when people did not know the answer immediately and would be upset and confused when you asked a question. |
| Susanne was available outside class, answered questions well, and structured the course well. |
| Very knowledgable and enthusiastic about Akkadian. Made a concerted effort to make the very complicated grammar of the language as approachable as possible, which is appreciated. |
| Prof. Paulus is a good lecturer who is very patient, helpful, and accessible if you need extra help. |

Please provide your TA's name. Did the TA answer your questions fully and clearly?

Comments
Maddie Ouimet
Maddie did answer questions extremely fully and clearly.
Maddie Ouimet
Maddie Ouimet
Our TA was Maddie Ouimet, and she is amazing! She provides very detailed feedback on our homework, answer and explain things in a very digestible way during office hours, is very reachable via email, and she even provides extra practice materials along with answers for us before exams. Thank you Maddie!
Maddie Ouimet. Maddie is very patient and great at explaining the concepts differently and more straightforwardly.

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

Did taking this course improve your language skills significantly?

No (0) 0.00%
Yes (6) 100.00%
[Total (6)]

0   50%   100%

In what way?

Comments
I now know some things in Akkadian
Memorized vocab, understood grammar.
I learned a language I didn't know before.
I can now decipher (to a moderate extent) long sentences written in Cuneiform (Old Babylonian dialect).

How would you improve this course?

Comments
I would not cram so much grammar and information into a 9 week course so that students can actually grasp information before having to learn something new.
N/A
Start learning verbs earlier.
Same suggestions as I left in the other responses
More time on quizzes and activities just to identify signs.

Would you recommend this class to another student?

Would you recommend this class to another student?

No (1)	■ 16.67%
Yes (5)	■ 83.33%
[Total (6)]	

0 50% 100%
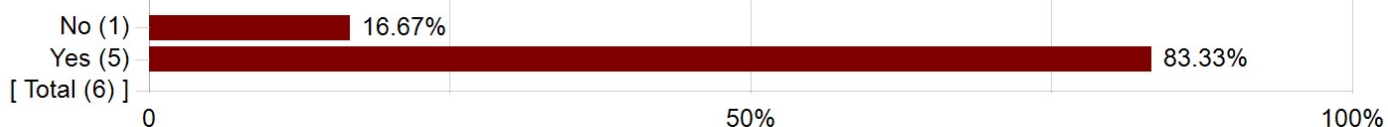
Why?

Comments
Unless Akkadian is what you want to study, this is a very difficult language to learn and this course is very fast–paced. I am not good with languages so I struggled to keep up and memorize everything. The instructor is not helpful to people who struggle with language either.
Good intro to Akkadian
If they want to learn an ancient language, this was a fun one to learn.
I would, but only to a student who love learning languages, as the class is predominantly grammar so if you do not care for languages you would be bored to death. I love languages though (I am considering double majoring in linguistics) so I love this class!