

# Teaching Evaluations

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## Courses Taught

Teaching Assistant

ENG 306: Masterworks of American Literature

ENG 306: Masterworks of British Literature

Assistant Instructor

RHE 306: Writing and Composition

RHE 309k: The Rhetoric of Science Writing

## Course Evaluations: Selected Comments

### *Digital Workshops*

“I felt well prepared but was unsure about how much to build out the scalar project. ... Hannah's scalar tutorial was super awesome and useful in getting to know scalar.”

### *Rhetoric and Composition*

“Most writing courses require only a formula and a set of facts, but in Hannah’s class we were expected to think: to expand on our knowledge base and move out of our writing comfort zone.” (RHE 309k)

“Was not very excited to take this class, but it turned out much better than expected. Was frustrating at times, but I think any good course is. I think grading was fair, and assignments were helpful in the long run.” (RHE 309k)

“Your class was very organized, and I loved how your teaching skills helped people speak up in class. I think you’ve been the best writing teacher I’ve ever had.” (RHE 306)

“Hannah was an amazing teacher who conveyed her ideas in many different ways until everyone understood. She was very encouraging and planned the course schedule well. I appreciate the fact that she was very approachable and willing to help whenever anyone needed it. (RHE 306)

- Helped improve my writing abilities further than I thought they would ever be
- Passionate about work and field
- Always available for help
- Great speakers for class (RHE 306)

### *Masterworks of (British and American) Literature*

“Hannah was a great TA. She was very helpful throughout the course. She advised me in writing my papers and I saw my critical reading skills vastly improve over the semester. I couldn’t have asked for a more helpful TA who also was very well informed on the material.”

“So much enthusiasm is contagious.”

## Summary of Numerical Course Evaluations

### Rhetoric of Science Writing

*I served as the assistant instructor to this course, which carried a writing flag. Though the general structure was proscribed, I designed the syllabus, content, assignments, and lesson plans. I taught 14 students over one semester.*

<i>Category</i>	<i>Average Rating (out of 5)</i>
<b>Overall instructor rating</b>	<b>4.7</b>
<b>Overall course rating</b>	<b>4.5</b>
Course objectives defined and explained	4.8
Instructor prepared	4.9
Communicated information Effectively	4.8
Students encouraged – active role	4.8
Instructor availability	5
Course well-organized	4.7
Student freedom of expression	4.9
Helpful course materials	4.5
Student perception of amount learned	4.6
Non-grade informal writing assignments relevant	3.5
Graded formal writing assignments relevant	4.6
Instructor provided grading standards	4.7
Instructor provided useful comments about writing	4.8
Writing assignments aid in understanding of course materials	4.5
Improvement in organizing what I write	4.5
Better at expressing meaning to reader	4.5

### Rhetoric and Composition

*I served as the assistant instructor for this course, which is based on a curriculum designed by the university. I designed the content, lesson plans, and timeline. I taught 33 students over two semesters.*

<i>Category</i>	<i>Average Rating (out of 5)</i>
<b>Overall instructor rating</b>	<b>4.7</b>
<b>Overall course rating</b>	<b>4.33</b>
Communicated information effectively	4.8
Showed interest in student progress	4.7
Assignments and tests returned promptly	4.67
Student freedom of expression	4.63
Course of value to date	4.5

### **Masterworks of Literature: British and American**

*I served as a teaching instructor for this large (~300 student) lecture course, where I was responsible for attending lectures, leading a weekly discussion session, holding office hours, and grading assignments. I taught 162 students over the course of four semesters.*

<i>Category</i>	<i>Average Rating (out of 5)</i>
Discussion and lecture segments integrated	4.47
Discussion sessions interesting	4.2
Discussion aided understanding of lecture content	4.29
Adequate discussion of lecture content	4.3
Discussion helped clarify readings, lectures	4.44
Objectives of discussion section carried out	4.41
Handled problems, questions effectively	4.41
Raised challenging questions	4.41
Guided discussion rather than lectured	4.61
Outside discussions of help to student	4.24
Encouraged broad student participation	4.22
Demonstrated ability to conduct discussion	4.41
Right amount of structure and guidance	4.35
Tests and papers adequately discussed	4.23
Discussion section contribution to course	4.15