

Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

Reporting Date: 6/23/2022 9:37 PM **Semester:** 2020/21 FA
Instructor ID: kzc501 **Instructor:** Connell, Katrina
Term: 2208 **Session:** 1 **Campus:** UP **College:** LA

Course ID	Course Title	Section	Instruction Mode	Students	Responses	Response Rate
22081--15286	LING1- Study of Language	001	CR	56	16	28.6%

University Items

A1 Are you taking this course as an elective? Yes: 13 No: 1 I don't know: 0 N: 14 Percent Yes: 92.9%

A2 What grade do you expect to earn in this course? A: 14 / 100.0% B: 0 / 0.0% C or lower: 0 / 0.0%

		Lowest Rating		Average Rating			Highest Rating				
		1	2	3	4	5	6	7	N	Mode	Median
A3	Rate how well this course increased your understanding of the course topics.	0/ 0%	0/ 0%	1/ 6%	1/ 6%	0/ 0%	2/13%	12/75%	16	7	7
A4	Rate how well the instructor promoted a meaningful learning experience for you.	1/ 6%	0/ 0%	1/ 6%	0/ 0%	0/ 0%	3/19%	11/69%	16	7	7

University Open Ended Items

Open 1 What aspects of this course helped you learn?

I recognize the thought that was put into preparing this course. The efforts to adopt to an online format were very apparent to me, and I thought that they generally succeeded. Your enthusiasm for the subject matter is one of the defining features of the course. Though it may sound odd, it did at times seem almost more than I would have preferred (though I think that is an issue with me rather than yourself). I'm fully convinced that you are making your best effort in this course and will be thoughtful in considering feedback and whether to incorporate it.

The discussion board

Katrina is an extremely inviting professor, and she does her best to be friendly and accommodating at all times.

The professor. Prof. Connell was so enthusiastic about all of the content and it was contagious. You can tell she is passionate about the course, and is always available after class / responds to emails quickly

I liked how Dr. Connell would break up larger concepts into more easily digestible pieces by alternating between video lectures, live lectures, and lecture readings, as well as breaking up larger assignments, like unit projects. Her decision not to include tests in the course has also helped me to better learn because I can focus more on actually learning and engaging with the material, rather than simply learning it for a test.

- the practice quizzes/discussion board assignments - the complang project (loved learning how langs form, deeply discussing the various aspects of langs in and out of class, and then using the tools to build out own lang).

I liked how she switched up the lecture format throughout the course to make the learning experience more interesting.

Quizzes allowed me to practice my skills.

The professor is a great person. She is very helpful and responsible. And also, TA is a responsible man.

I appreciated the fact that Katrina wanted us to learn for the sake of learning, rather than simply taking an exam. Doing that certainly made me much more excited for the class each day.

I appreciated quite a few things about this class. 1. I'm grateful that Professor Connell took so much time to really craft an online class that would facilitate learning but that would also be fun as well. From when I signed up for the class, I could see all of the effort that she had put into the class even from the beginning. Even throughout the semester, I saw how she was always seeing ways to improve and would sometimes change assignments or give us days when we didn't have class or would give us lighter homework weeks, depending on what was happening. I really felt that she cared for us and wanted us to learn but also didn't want us to be overburdened with mountains of work. I appreciate her kindness and thoughtfulness. This was the best covid-remote class I've ever taken and one of the best online/zoom classes ever! 2. I loved the weekly assignments with lecture videos, lecture reading, practice exercises and discussion posts. Since we had weekly homework, it helped me better stay on top of material for the class but also helped me understand the material better since we would have practice exercises on it. I loved the variety in the practice exercises (some would be short answer, some would multiple-choice, etc). I loved how Professor Connell kept it interesting by changing it up. I loved the combination of discussion posts and a zoom class. Because not only were people writing discussion posts in a thread, but then in class,

you could see, hear or see their thoughts in the chat. I felt a lot more connected to my classmates that way. Usually with discussion posts, it's different. But I loved the way that Professor Connell weaved it together. 3. I loved that there was no exams and only papers. That was a refreshing break and I feel that I learned more because it was paper-based rather than exam based. I think writing papers helps me to go deeper into a subject/topic and develop a better understanding of it, then taking tests do. I'm grateful we got to write papers. This facilitated me in my learning. 4. Having Anthony as a T.A was a huge bonus for the class. He was very knowledgeable about all content in the class and was very responsible to my emails. He was so helpful. He was probably the best T.A. I have ever had in a class and I'm grateful for his help and support. Thank you, Anthony! 5. I loved how much Professor Connell engaged us in class whether it was through polls, writing things in the chat, engaging us in doing research studies in videos we watched or Ling in the Wild days where she would connect Linguistics more to our daily lives. She made classes so vibrant and fun. I loved how she also had us engage more in class with the Annotate feature on Zoom and more. I feel that Professor Connell really took the time to make classes fun and due to that, I almost always had fun. 6. Her passion for linguistics and teaching it, helped increase my interest in it and I would like to take more linguistic classes at Penn State before I graduate if I can. Also I hope she teaches more classes in Linguistics at Penn State soon! 7. I think my one of the most challenging but also most fun papers was creating our own language. It really challenged me to use my creativity but also my understanding of grammatical structures in a different way. I learned so much through that process about language and the intricacies that are involved in it. 8. I would recommend this class taught by Professor Connell to anyone who has a slight or huge interest in Linguistics! You will be so happy you did! Thank you, Professor Connell for introducing me to the joy that is linguistics!

Short lecture videos before class; cool youtube videos about topics.

Open 2 What changes to this course could improve your learning?

I wish some of the other students were more engaged in the class, since several times I was put into breakout rooms that were totally silent.

Nothing too much.

Change in attitude from the instructor; Dr. Connell was slightly condescending and talked about some topics for much longer than necessary. I also felt that she spoke to the class as if we were much younger and more immature rather than treating us like competent adults. Lastly, there were too many frequent but small assignments that were hard to keep track of; it would be better have weekly discussion boards/quizzes rather than almost every time we have class.

Some components of the homework assignments felt a little redundant at times. I feel like some of the assignments could have been shortened or omitted.

I think if this class was smaller, it could have been improved. The small amount of group activities we did, I really did not know anyone and it was difficult with there being around 50 students.

I thought that there was quite a lot of papers towards the end of the semester (all at the end) and it was a bit stressful because we were finishing up Unit 4 (with those papers) and then also had these final papers due during finals week. I don't know if there is a way to balance that a little more or make it less paper heavy near the end of the semester. But if there is a way to do that, that would be preferred by me. I also think it would be help if when we have discussion groups on Zoom, if we had the same people every time. I think that would facilitate getting to know a few people in the class really well. I liked that we had discussion groups and went into Breakout rooms but I would prefer if we had the same people in our discussion groups throughout the semester.

- even more hands on experiences (especially in a Zoom situation, I think it would be even more engaging to be invited into daily activities/experiments during live lectures (mini ones understandably because this is a intro class)) and then talk about it as a class or submit a result for class participation and compare/contrast with classmates.

I respect the effort made to focus the course on "learning" rather than grades, but I often bordered on the feeling that the course simply wasn't taking itself seriously. With how little was asked of the students (reading something upwards of 20 pages was apparently considered excessive; nevermind my concerns about you apparently not knowing the contents of the reading you assigned), I frequently felt as if I was in grade eight again. What little I've seen of other students' retention is not impressive; I recall a majority of students getting in-class questions on readings wrong and even getting a 50/50 split on a question after a live lecture (realize that this is the result you would expect if nobody had even watched the lecture). I did not personally feel like I was grappling with most of the content in any meaningful way, in part because the scope of the actual assignments did not seem to include much of what we covered in class (why did we have a whole of one lecture (+ homework) on sign language and then never mention it again?). The weakest part of the course to me was the "regular" Zoom meetings (those that were not live lectures). I frequently felt that they were without purpose, as we spent a large portion of each simply idly discussing vaguely related subject matter. The live lectures had much more direction and purpose, but I generally saw little benefit in them over their recorded counterparts (aside from the fact that the live lectures always happened on time). I do ask that you please proofread what you post on Canvas. It usually did not impede understanding, but it is very distracting to see as many typographical errors in the content for this course as I did. I'm convinced that the sign language "lecture video" (so labelled, but actually written) was transcribed from speech, producing sentences such as "Recently discovered by, by linguists around the rows as Hawaiian sign language."

If I could change anything, I would probably space out the due dates toward the end of the semester a bit more. Towards the end of the semester, it felt like a lot of the weekly homework assignments and the larger projects were not as spaced out as prior assignments were. This, in combination with my other end of the semester assignments/exams, made it feel like I was unable to dedicate the usual amount of time that I dedicated to this class' coursework.

More related videos

N/A