

## Self-evaluation of courses taught, 2018

Gregory Johnson

(1) **Intro to Philosophy (PHI 1103-201), spring of 2018.** Overall, this course went fine (and it was in this course that the last student who minored in philosophy suggested to the current student who is minoring in philosophy that she do so). The most significant change that I made to this course (in S18) was adding a 5- to 6-page paper assignment. To help the students get their papers on track, I had them submit two drafts during the semester and I dedicating one class period to peer reviewing the drafts. That didn't yield fantastic papers, and so the next time that I teach this course (S19), in addition to doing those things again (and refining them a bit), I will also require that they use the Writing Center. (About this course, see also the description of the pre- and post-testing in part 2 of the annual review form.)

(2) **Intro to Logic (PHI 1113-201), fall of 2018.** The students' performance in this class was satisfactory, but the material does expose the problems that most of them have learning efficiently. The students in this course (F18) and the previous one (in F17) made good use of study groups that I encouraged them to set up outside of class, but it might also help to have a tutor for this course the next time that I teach it.

(3) **Business Ethics (PHI 3013-201), spring and fall of 2018.** Overall, I believe that this course went fine both times that I taught it in 2018, although there were students in both classes who struggled with the assignments.

I wrote one of the readings that I use in this course, and it is currently under review at a literary magazine. I wrote that article to streamline part of the course and make the material that the article covers more accessible. I am currently working on another paper for the "business and the environment" section of the course. Again, the purpose of the paper is to make the relevant material clearer and to cut out extraneous content. (For that section of the course, the students will read one article that I have been using for several years, and my paper will replace another article that I have been using but hasn't been working that well.) The course will still need more tweaks, but having better readings makes the whole course go more smoothly, for at least the top two-thirds or three-quarters of the students.

(4) **Investigations of Folk Psychology (independent study)** One student did this independent study in the fall of 2018 (and she is continuing with it in spring of 2019). I set the topic and the general direction for the course, and then she developed a project that, in the spring, will include carrying out "philosophy experiments" and writing a 20- to 25-page paper. I believe that the student is pleased with how the course went in the fall, and she has done well working through the relevant literature, developing her own theory, and critiquing competing theories.

Also, in May 2018, Faith Brown graduated with a minor in philosophy. This May, we will have another student, Alana Knowles, graduating with a minor in philosophy.