

## Course 2246

Department: STA

Summer 1 2009	Number of students for which this course fulfills a requirement towards:	Maj./Min./ Cert.	General Studies	Elective	Other	TOTAL	Class Size: SMALL												
							7	0	0	5	12	Frequency Rating for Overall Mean							
	Mean scores for students taking course for the purpose of:	Maj./Min./ Cert.	General Studies	Elective	Other	OVERALL						1	2	3	4	5	N/A		
Overall Appraisal: 1-Very Poor 2-Poor 3-Adequate	Q1: The quality of this course	4.71	N/A	N/A	4.80	4.75						0	0	0	3	9			
	Q2: The quality of the instruction (Inst. 1)	4.71	N/A	N/A	4.50	4.64						0	0	0	4	7			
	The quality of the instruction (Inst. 2)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
	The quality of the instruction (Inst. 3)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
	The quality of the instruction (Inst. 4)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
Course Characteristics: 1-Very Low 2-Low 3-Moderate	Q3: Amount of effort/work	4.43	N/A	N/A	4.40	4.42						0	0	1	5	6			
	Q4: Difficulty of the subject matter	3.57	N/A	N/A	4.40	3.92						0	0	5	3	4			
	Q5: Intellectual stimulation	4.29	N/A	N/A	4.40	4.33						0	0	2	4	6			
	Q6: Instructor was enthusiastic about the course (Inst. 1)	4.86	N/A	N/A	4.60	4.75						0	0	1	1	10			
	Instructor was enthusiastic about the course (Inst. 2)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
	Instructor was enthusiastic about the course (Inst. 3)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
	Instructor was enthusiastic about the course (Inst. 4)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
Course Dynamics 1-Very Low 2-Low 3-Moderate 4-High 5-Very High	Q7: Instructor was accessible outside of class (Inst. 1)	4.86	N/A	N/A	5.00	4.92						0	0	0	1	11			
	Instructor was accessible outside of class (Inst. 2)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
	Instructor was accessible outside of class (Inst. 3)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
	Instructor was accessible outside of class (Inst. 4)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A			
	Q8: Participation in class discussion was encouraged	3.86	N/A	N/A	4.80	4.25						0	0	2	5	5			
	Q9: Course requirements/expectations were clear	4.43	N/A	N/A	4.80	4.58						0	0	0	5	7			
	Q10: Feedback on examinations/papers/performance was valuable	4.43	N/A	N/A	4.60	4.50						0	0	1	4	7			
	Q11: Methods of evaluating student work were fair and appropriate	4.29	N/A	N/A	4.60	4.42						Stu	Fac*	0	0	0	7	5	
	Q12: Gaining factual knowledge	4.83	N/A	N/A	4.80	4.82		1	I	0	0	0	2	9	1				
	Q13: Understanding fundamental concepts and principles	4.71	N/A	N/A	4.60	4.67		3	E	0	0	0	4	8	0				
	Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem	4.67	N/A	N/A	4.50	4.60		6	E	0	0	0	4	6	1				
Appraisal of progress: 1- Not at All 2- A Little	Q15: Learning to analyze ideas, arguments, and points of view	4.50	N/A	N/A	4.40	4.44		8	I	0	0	1	3	5	3				
	Q16: Learning to synthesize and integrate knowledge	4.40	N/A	N/A	4.60	4.50		7	E	0	0	0	5	5	2				
	Q17: Learning to conduct inquiry through methods of the field	4.60	N/A	N/A	4.67	4.63		5	I	0	0	0	3	5	3				
	Q18: Learning to evaluate the merits of ideas and competing claims	4.33	N/A	N/A	4.50	4.43		9	I	0	0	1	2	4	5				
	Q19: Developing skills in oral expression	5.00	N/A	N/A	4.50	4.67		3	I	0	0	0	2	4	6				
	Q20: Developing writing skills	5.00	N/A	N/A	4.67	4.75		2	M	0	0	0	1	3	8				
SACES Opt-In Status: Global Opt-in	How much time do you spend on this course outside of class?		MEAN SCORE	3.71	N/A	N/A	3.25	3.55	4	0	0	5	6						
	1 = 0 to 1 hr/wk 2 = 1 to 3 hrs/wk 3 = 3 to 5 hrs/wk 4 = 6 or more		MEAN RESPONSE	6 or more hrs/wk	N/A	N/A	3 to 5 hrs/wk	6 or more hrs/wk	6 or more hrs/wk										

\* M = Minor or No Importance; I = Important; E = Essential

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Schwartz	2246	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9
<b>Marking Instructions</b>								
<ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								
<b>This Course Fulfils A:</b>								
<input type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

**Reflect your overall appraisal of the course/instructor using the following code:**

1=Very Poor      2=Poor      3=Adequate      4=Good      5=Excellent

1.  1  2  3  4  5 The quality of this course.
2.  1  2  3  4  5 The quality of the instruction. (Inst.1)  1  2  3  4  5 The quality of the instruction. (Inst.3)
3.  1  2  3  4  5 The quality of the instruction. (Inst.2)  1  2  3  4  5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

interesting material, wish there was no application

## Course Characteristics:

**On the next items, characterize this course using the following code:**

1=Very Low      2=Low      3=Moderate      4=High      5=Very High

3.  1  2  3  4  5 Amount of effort/work.
4.  1  2  3  4  5 Difficulty of the subject matter.
5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1=Very Low

2=Low

3=Moderate

4=High

5=Very High

6.  Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.1)  
     Instructor was enthusiastic about the course. (Inst.2)
7.  Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.1)  
     Instructor was accessible outside of class. (Inst.2)
8.  Participation in class discussion was encouraged.
9.  Course requirements/expectations were clear.
10.  Feedback on examinations/papers/performance was valuable.
11.  Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

A Lott did a great job making  
the material accessible.

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1=Not at All

2=A Little

3=Moderately

4=Highly

5=Very Highly

N/A=Not Applicable

12.      N/A Gaining factual knowledge.
13.      N/A Understanding fundamental concepts and principles.
14.      N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15.      N/A Learning to analyze ideas, arguments, and points of view.
16.      N/A Learning to synthesize and integrate knowledge.
17.      N/A Learning to conduct inquiry through methods of the field.
18.      N/A Learning to evaluate the merits of ideas and competing claims.
19.      N/A Developing skills in oral expression.
20.      N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<b>Scott Schwartz</b>	2246	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input checked="" type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<input type="radio"/> 00 <input checked="" type="radio"/> 11 <input type="radio"/> 22 <input type="radio"/> 33 <input type="radio"/> 44 <input type="radio"/> 55 <input type="radio"/> 66 <input type="radio"/> 77 <input type="radio"/> 88 <input type="radio"/> 99	<input type="radio"/> 00 <input checked="" type="radio"/> 11 <input type="radio"/> 22 <input type="radio"/> 33 <input type="radio"/> 44 <input type="radio"/> 55 <input type="radio"/> 66 <input type="radio"/> 77 <input type="radio"/> 88 <input type="radio"/> 99	<input type="radio"/> 00 <input checked="" type="radio"/> 11 <input type="radio"/> 22 <input type="radio"/> 33 <input type="radio"/> 44 <input type="radio"/> 55 <input type="radio"/> 66 <input type="radio"/> 77 <input type="radio"/> 88 <input type="radio"/> 99	<input type="radio"/> 00 <input checked="" type="radio"/> 11 <input type="radio"/> 22 <input type="radio"/> 33 <input type="radio"/> 44 <input type="radio"/> 55 <input type="radio"/> 66 <input type="radio"/> 77 <input type="radio"/> 88 <input type="radio"/> 99
<b>Marking Instructions</b>								
<ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								
<b>This Course Fulfils A:</b>								
<input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

**Reflect your overall appraisal of the course/instructor using the following code:**

1=Very Poor      2=Poor      3=Adequate      4=Good      5=Excellent

1.  1  2  3  4  5 The quality of this course.  
 2.  1  2  3  4  5 The quality of the instruction. (Inst.1)  
 3.  1  2  3  4  5 The quality of the instruction. (Inst.2)
1.  1  2  3  4  5 The quality of the instruction. (Inst.3)  
 2.  1  2  3  4  5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

Scott is very, very helpful - he had office hour basically every day, and he is very concerned about the students' learning experiences.

## Course Characteristics:

On the next items, characterize this course using the following code:

1=Very Low      2=Low      3=Moderate      4=High      5=Very High

3.  1  2  3  4  5 Amount of effort/work.  
 4.  1  2  3  4  5 Difficulty of the subject matter.  
 5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.  Instructor was enthusiastic about the course. (Inst.1)  
 Instructor was enthusiastic about the course. (Inst.2)
7.  Instructor was accessible outside of class. (Inst.1)  
 Instructor was accessible outside of class. (Inst.2)
8.  Participation in class discussion was encouraged.
9.  Course requirements/expectations were clear.
10.  Feedback on examinations/papers/performance was valuable.
11.  Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Very accessible & friendly.

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.  Gaining factual knowledge.  
 Understanding fundamental concepts and principles.  
13.  Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.  
14.  Learning to analyze ideas, arguments, and points of view.  
15.  Learning to synthesize and integrate knowledge.  
16.  Learning to conduct inquiry through methods of the field.  
17.  Learning to evaluate the merits of ideas and competing claims.  
18.  Developing skills in oral expression.  
19.  Developing writing skills.  
20.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

Thank you Scott!

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Scott	2246 00000 11111 22222 33333 44444 55555 66666 77777 88888 99999	Fall Spring Sum I Sum II	0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	1st 2nd 3rd 4th Grad Other	4 9 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9			
<b>Marking Instructions</b> <ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal:	Reflect your overall appraisal of the course/instructor using the following code:							
	1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent			
1. <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	The quality of this course.							
2. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	The quality of the instruction. (Inst.1)							
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	The quality of the instruction. (Inst.2)							
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	The quality of the instruction. (Inst.3)							
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	The quality of the instruction. (Inst.4)							

Comments: (e.g., strong and weak points of course and instructor)

Course Characteristics:	On the next items, characterize this course using the following code:							
	1-Very Low	2-Low	3-Moderate	4-High	5-Very High			

3.  1  2  3  4  5 Amount of effort/work.  
 4.  1  2  3  4  5 Difficulty of the subject matter.  
 5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.      Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.2)
7.      Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.2)
8.      Participation in class discussion was encouraged.
9.      Course requirements/expectations were clear.
10.      Feedback on examinations/papers/performance was valuable.
11.      Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

He was enthusiastic about the class and the expectation was clear

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.      Gaining factual knowledge.
13.      Understanding fundamental concepts and principles.
14.      Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15.      Learning to analyze ideas, arguments, and points of view.
16.      Learning to synthesize and integrate knowledge.
17.      Learning to conduct inquiry through methods of the field.
18.      Learning to evaluate the merits of ideas and competing claims.
19.      Developing skills in oral expression.
20.      Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

I really enjoyed the course and appreciated the instructor Satt :)

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<b>Scott Schwartz</b>	2246 00000 11111 22222 33333 44444 55555 66666 77777 88888 99999	Fall Spring Sum I Sum II	0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	1st 2nd 3rd 4th Grad Other	16 00 11 22 33 44 55 66 77 88 99	07 00 11 22 33 44 55 66 77 88 99		
<b>Marking Instructions</b>								
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<b>This Course Fulfills A:</b>								
<input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

<b>Overall Appraisal:</b>										
Reflect your overall appraisal of the course/instructor using the following code:										
		1-Very Poor	2-Poor	3-Adequate	4-Good	5-Excellent				
<p>1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> The quality of this course.</p> <p>2. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> The quality of the instruction. (Inst.1)</p> <p>3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> The quality of the instruction. (Inst.2)</p> <p>4. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> The quality of the instruction. (Inst.3)</p> <p>5. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> The quality of the instruction. (Inst.4)</p>										
<b>Comments: (e.g., strong and weak points of course and instructor)</b> <i>Very good @ explaining the conceptual points.</i>										

<b>Course Characteristics:</b>										
On the next items, characterize this course using the following code:										
		1-Very Low	2-Low	3-Moderate	4-High	5-Very High				
<p>3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> Amount of effort/work.</p> <p>4. <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> Difficulty of the subject matter.</p> <p>5. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> Intellectual stimulation.</p>										
<b>Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)</b> <i>a lot of busy homework, homework didn't necessarily reflect stuff on tests.</i>										

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.  Instructor was enthusiastic about the course. (Inst.1)  Instructor was enthusiastic about the course. (Inst.3)  
 Instructor was enthusiastic about the course. (Inst.2)  Instructor was enthusiastic about the course. (Inst.4)
7.  Instructor was accessible outside of class. (Inst.1)  Instructor was accessible outside of class. (Inst.3)  
 Instructor was accessible outside of class. (Inst.2)  Instructor was accessible outside of class. (Inst.4)
8.  Participation in class discussion was encouraged.
9.  Course requirements/expectations were clear.
10.  Feedback on examinations/papers/performance was valuable.
11.  Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

wasn't too happy w/ HW grader.

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.  Gaining factual knowledge.  
 Understanding fundamental concepts and principles.  
 Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.  
15.  Learning to analyze ideas, arguments, and points of view.  
16.  Learning to synthesize and integrate knowledge.  
17.  Learning to conduct inquiry through methods of the field.  
18.  Learning to evaluate the merits of ideas and competing claims.  
19.  Developing skills in oral expression.  
20.  Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

Excellent teacher! Had fun in class ☺

**Trinity College Student Course Evaluation Form**

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
	2246 0 0 0 0 0 1 1 1 1 1 <input checked="" type="checkbox"/> 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="checkbox"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input checked="" type="checkbox"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	29 0 0 1 1 <input checked="" type="checkbox"/> 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	16 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9		
<b>Marking Instructions</b>								
<ul style="list-style-type: none"> <li>Use a No. 2 pencil or blue or black ink pen only.</li> <li>Do not use pens with ink that soaks through the paper.</li> <li>Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> </p>								
<b>This Course Fulfills A:</b>								
<input type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

### **Overall Appraisal:**

Reflect your overall appraisal of the course/instructor using the following code:

1—Very Poor

2-Poor

3-Adequate

4-Good

5-Excellent

1.  2.  3.  4.  The quality of this course.  
2.  1.  2.  3.  4.  The quality of the instruction. (Inst.1)  1.  2.  3.  4.  5. The quality of the instruction. (Inst.3)  
 1.  2.  3.  4.  5. The quality of the instruction. (Inst.2)  1.  2.  3.  4.  5. The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

### **Course Characteristics:**

On the next items, characterize this course using the following code:

1-Very Low

2-Low

### 3-Moderate

4-High

5–Very High

3. Amount of effort/work.  
4. Difficulty of the subject matter.  
5. Intellectual stimulation.

**Comments:** (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.  Instructor was enthusiastic about the course. (Inst.1)  
 Instructor was enthusiastic about the course. (Inst.2)
7.  Instructor was accessible outside of class. (Inst.1)  
 Instructor was accessible outside of class. (Inst.2)
8.  Participation in class discussion was encouraged.
9.  Course requirements/expectations were clear.
10.  Feedback on examinations/papers/performance was valuable.
11.  Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.  Gaining factual knowledge.  
 Understanding fundamental concepts and principles.  
 Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.  
 Learning to analyze ideas, arguments, and points of view.  
 Learning to synthesize and integrate knowledge.  
 Learning to conduct inquiry through methods of the field.  
 Learning to evaluate the merits of ideas and competing claims.  
 Developing skills in oral expression.  
 Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<i>Scott Schwartz</i>	2216	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input checked="" type="radio"/> 6+ hrs/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	16	00	00	TO 69
<b>Marking Instructions</b> <ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

**Reflect your overall appraisal of the course/instructor using the following code:**

1—Very Poor      2—Poor      3—Adequate      4—Good      5—Excellent

1.  1  2  3  4  5 The quality of this course.  
 2.  1  2  3  4  5 The quality of the instruction. (Inst.1)  1  2  3  4  5 The quality of the instruction. (Inst.3)  
 1  2  3  4  5 The quality of the instruction. (Inst.2)  1  2  3  4  5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

## Course Characteristics:

**On the next items, characterize this course using the following code:**

1—Very Low      2—Low      3—Moderate      4—High      5—Very High

3.  1  2  3  4  5 Amount of effort/work.  
 4.  1  2  3  4  5 Difficulty of the subject matter.  
 5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.      Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.3)  
     Instructor was enthusiastic about the course. (Inst.2)      Instructor was enthusiastic about the course. (Inst.4)
7.      Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.3)  
     Instructor was accessible outside of class. (Inst.2)      Instructor was accessible outside of class. (Inst.4)
8.      Participation in class discussion was encouraged.
9.      Course requirements/expectations were clear.
10.      Feedback on examinations/papers/performance was valuable.
11.      Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.      Gaining factual knowledge.  
     Understanding fundamental concepts and principles.  
     Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.  
     Learning to analyze ideas, arguments, and points of view.  
     Learning to synthesize and integrate knowledge.  
     Learning to conduct inquiry through methods of the field.  
     Learning to evaluate the merits of ideas and competing claims.  
     Developing skills in oral expression.  
     Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<i>Scott Schwartz</i>	2746	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	26	16	00	00
<b>Marking Instructions</b> <ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

**Reflect your overall appraisal of the course/instructor using the following code:**

1—Very Poor      2—Poor      3—Adequate      4—Good      5—Excellent

1.  2  3  4  5 The quality of this course.  
 2.  2  3  4  5 The quality of the instruction. (Inst.1)  1  2  3  4  5 The quality of the instruction. (Inst.3)  
     1  2  3  4  5 The quality of the instruction. (Inst.2)  1  2  3  4  5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

## Course Characteristics:

**On the next items, characterize this course using the following code:**

1—Very Low      2—Low      3—Moderate      4—High      5—Very High

3.  2  3  4  5 Amount of effort/work.  
 4.  2  3  4  5 Difficulty of the subject matter.  
 5.  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.      Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.2)
7.      Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.2)
8.      Participation in class discussion was encouraged.
9.      Course requirements/expectations were clear.
10.      Feedback on examinations/papers/performance was valuable.
11.      Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.      N/A Gaining factual knowledge.
13.      N/A Understanding fundamental concepts and principles.
14.      N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15.      N/A Learning to analyze ideas, arguments, and points of view.
16.      N/A Learning to synthesize and integrate knowledge.
17.      N/A Learning to conduct inquiry through methods of the field.
18.      N/A Learning to evaluate the merits of ideas and competing claims.
19.      N/A Developing skills in oral expression.
20.      N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<b>SCOTT SCHWARTZ</b>	2246	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input checked="" type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input checked="" type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	16			
<b>Marking Instructions</b> <ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

**Reflect your overall appraisal of the course/instructor using the following code:**

1—Very Poor      2—Poor      3—Adequate      4—Good      5—Excellent

1.  2  3  4  5 The quality of this course.
2.  1  2  3  4  5 The quality of the instruction. (Inst.1)
3.  1  2  3  4  5 The quality of the instruction. (Inst.2)
4.  1  2  3  4  5 The quality of the instruction. (Inst.3)
5.  1  2  3  4  5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

## Course

### Characteristics:

**On the next items, characterize this course using the following code:**

1—Very Low      2—Low      3—Moderate      4—High      5—Very High

3.  2  3  4  5 Amount of effort/work.
4.  1  2  3  4  5 Difficulty of the subject matter.
5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.      Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.2)
7.      Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.2)
8.      Participation in class discussion was encouraged.
9.      Course requirements/expectations were clear.
10.      Feedback on examinations/papers/performance was valuable.
11.      Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.       Gaining factual knowledge.
13.       Understanding fundamental concepts and principles.
14.       Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15.       Learning to analyze ideas, arguments, and points of view.
16.       Learning to synthesize and integrate knowledge.
17.       Learning to conduct inquiry through methods of the field.
18.       Learning to evaluate the merits of ideas and competing claims.
19.       Developing skills in oral expression.
20.       Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Scott Schwartz	2 2 4 6 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input checked="" type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input checked="" type="radio"/> 6+ hrs/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

## Marking Instructions

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks on this form.

**CORRECT MARK:**

## This Course Fulfils A:

- Major/Minor/Cert. Requirement
- Curriculum/College Requirement
- Elective

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:

1—Very Poor      2—Poor      3—Adequate      4—Good      5—Excellent

1.      The quality of this course.
2.      The quality of the instruction. (Inst.1)           The quality of the instruction. (Inst.3)
2.      The quality of the instruction. (Inst.2)           The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

## Course Characteristics:

On the next items, characterize this course using the following code:

1—Very Low      2—Low      3—Moderate      4—High      5—Very High

3.      Amount of effort/work.
4.      Difficulty of the subject matter.
5.      Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low

2-Low

3-Moderate

4-High

5-Very High

6.      Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.3)  
     Instructor was enthusiastic about the course. (Inst.2)      Instructor was enthusiastic about the course. (Inst.4)
7.      Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.3)  
     Instructor was accessible outside of class. (Inst.2)      Instructor was accessible outside of class. (Inst.4)
8.      Participation in class discussion was encouraged.
9.      Course requirements/expectations were clear.
10.      Feedback on examinations/papers/performance was valuable.
11.      Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All

2-A Little

3-Moderately

4-Highly

5-Very Highly

N/A-Not Applicable

12.       Gaining factual knowledge.  
13.       Understanding fundamental concepts and principles.  
14.       Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.  
15.       Learning to analyze ideas, arguments, and points of view.  
16.       Learning to synthesize and integrate knowledge.  
17.       Learning to conduct inquiry through methods of the field.  
18.       Learning to evaluate the merits of ideas and competing claims.  
19.       Developing skills in oral expression.  
20.       Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Scott Schwartz	2246	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input checked="" type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input checked="" type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other				
<b>Marking Instructions</b> <ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

**Reflect your overall appraisal of the course/instructor using the following code:**

1—Very Poor      2—Poor      3—Adequate      4—Good      5—Excellent

1.  2  3  4  5 The quality of this course.
2.  1  2  3  4  5 The quality of the instruction. (Inst.1)
3.  1  2  3  4  5 The quality of the instruction. (Inst.2)
4.  1  2  3  4  5 The quality of the instruction. (Inst.3)
5.  1  2  3  4  5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

## Course

### Characteristics:

**On the next items, characterize this course using the following code:**

1—Very Low      2—Low      3—Moderate      4—High      5—Very High

3.  1  2  3  4  5 Amount of effort/work.
4.  1  2  3  4  5 Difficulty of the subject matter.
5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low      2-Low

3-Moderate

4-High

5-Very High

6.  1  2  3  4  5 Instructor was enthusiastic about the course. (Inst.1)  
 1  2  3  4  5 Instructor was enthusiastic about the course. (Inst.2)
7.  1  2  3  4  5 Instructor was accessible outside of class. (Inst.1)  
 1  2  3  4  5 Instructor was accessible outside of class. (Inst.2)
8.  1  2  3  4  5 Participation in class discussion was encouraged.
9.  1  2  3  4  5 Course requirements/expectations were clear.
10.  1  2  3  4  5 Feedback on examinations/papers/performance was valuable.
11.  1  2  3  4  5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All      2-A Little      3-Moderately      4-Highly      5-Very Highly      N/A-Not Applicable

12.  1  2  3  4  5 Gaining factual knowledge.  
 N/A Understanding fundamental concepts and principles.  
 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.  
 N/A Learning to analyze ideas, arguments, and points of view.  
 N/A Learning to synthesize and integrate knowledge.  
 N/A Learning to conduct inquiry through methods of the field.  
 N/A Learning to evaluate the merits of ideas and competing claims.  
 N/A Developing skills in oral expression.  
 N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<b>Scott Shuart-Z</b>	<b>Z246</b>	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input type="radio"/> Sum II	<input type="radio"/> 0-1 hr/week <input type="radio"/> 1-3 hrs/week <input type="radio"/> 3-5 hrs/week <input type="radio"/> 6+ hrs/week	<input type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9	<input type="radio"/> 0 0 <input type="radio"/> 1 1 <input type="radio"/> 2 2 <input type="radio"/> 3 3 <input type="radio"/> 4 4 <input type="radio"/> 5 5 <input type="radio"/> 6 6 <input type="radio"/> 7 7 <input type="radio"/> 8 8 <input type="radio"/> 9 9
<b>Marking Instructions</b>								
<ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								
<b>This Course Fulfils A:</b>								
<input type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:

1—Very Poor      2—Poor      3—Adequate      4—Good      5—Excellent

1.  1  2  3  4  5 The quality of this course.
2.  1  2  3  4  5 The quality of the instruction. (Inst. 1)  
 1  2  3  4  5 The quality of the instruction. (Inst. 2)

Comments: (e.g., strong and weak points of course and instructor)

## Course

### Characteristics:

On the next items, characterize this course using the following code:

1—Very Low      2—Low      3—Moderate      4—High      5—Very High

3.  1  2  3  4  5 Amount of effort/work.
4.  1  2  3  4  5 Difficulty of the subject matter.
5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

## Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1—Very Low

2—Low

3—Moderate

4—High

5—Very High

6.      Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.2)
7.      Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.2)
8.      Participation in class discussion was encouraged.
9.      Course requirements/expectations were clear.
10.      Feedback on examinations/papers/performance was valuable.
11.      Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

## Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1—Not at All

2—A Little

3—Moderately

4—Highly

5—Very Highly

N/A—Not Applicable

12.      N/A Gaining factual knowledge.
13.      N/A Understanding fundamental concepts and principles.
14.      N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15.      N/A Learning to analyze ideas, arguments, and points of view.
16.      N/A Learning to synthesize and integrate knowledge.
17.      N/A Learning to conduct inquiry through methods of the field.
18.      N/A Learning to evaluate the merits of ideas and competing claims.
19.      N/A Developing skills in oral expression.
20.      N/A Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
<i>Scott Schwartz</i>	2246 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9	Fall Spring Sum I Sum II	0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week	1st 2nd 3rd 4th Grad Other	33 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	- 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	- 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9	67 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9
<b>Marking Instructions</b>								
<ul style="list-style-type: none"> <li>• Use a No. 2 pencil or blue or black ink pen only.</li> <li>• Do not use pens with ink that soaks through the paper.</li> <li>• Make no stray marks on this form.</li> </ul> <p><b>CORRECT MARK:</b> <input checked="" type="radio"/></p>								
<b>This Course Fulfills A:</b>								
<input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective								

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

## Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:

1—Very Poor      2—Poor      3—Adequate      4—Good      5—Excellent

1.  2  3  4  5 The quality of this course.
2.  1  2  3  4  5 The quality of the instruction. (Inst.1)       1  2  3  4  5 The quality of the instruction. (Inst.3)
3.  1  2  3  4  5 The quality of the instruction. (Inst.2)       1  2  3  4  5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

*good class ; good structure. Stayed on topic*

## Course

### Characteristics:

On the next items, characterize this course using the following code:

1—Very Low      2—Low      3—Moderate      4—High      5—Very High

3.  1  2  3  4  5 Amount of effort/work.
4.  1  2  3  4  5 Difficulty of the subject matter.
5.  1  2  3  4  5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

*Class was structured. Main problems helped often enough*

## Additional Comments/Suggestions:

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

- of Progress:**
- How much did this course contribute to your progress on the following learning objectives?
- Use N/A if the learning objective was not relevant to this course.
- 1-Not at All    2-A Little    3-Moderately    4-Highly    5-Very Highly    N/A-Not Applicable
12. Gaining factual knowledge.    13. Understanding fundamental concepts and principles.    14. Learning to analyze ideas, arguments, or theories to a specific situation or problem.    15. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.    16. Learning to synthesize and integrate knowledge.    17. Learning to conduct inquiry through methods of the field.    18. Learning to evaluate the merits of ideas and competing claims.    19. Developing skills in oral expression.    20. Developing writing skills.

for work, often had to work extra hours

Comments: (e.g., clarity and organization of course, student/instructor interaction)

- On the next items, characterize this course/instructor using the following code:
- 1-Very Low    2-Low    3-Moderate    4-High    5-Very High
6. Instructor was enthusiastic about the course. (Inst.1)    7. Instructor was accessible outside of class. (Inst.2)    8. Participation in class discussion was encouraged.    9. Course requirements/expectations were clear.    10. Feedback on examinations/papers/performance was valuable.    11. Methods of evaluating student work were fair and appropriate.

## Course Dynamics:

## Course 2246

Department: STA

Summer 1 2009	Number of students for which this course fulfills a requirement towards:	Maj./Min./Cert.	General Studies	Elective	Other	TOTAL	Class Size: SMALL										
							7	0	0	5	12	Frequency Rating for Overall Mean					
	Mean scores for students taking course for the purpose of:	Maj./Min./Cert.	General Studies	Elective	Other	OVERALL						1	2	3	4	5	N/A
Overall Appraisal: 1-Very Poor 2-Poor 3-Adequate	Q1: The quality of this course	4.71	N/A	N/A	4.80	4.75						0	0	0	3	9	
	Q2: The quality of the instruction (Inst. 1)	4.71	N/A	N/A	4.50	4.64						0	0	0	4	7	
	The quality of the instruction (Inst. 2)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
	The quality of the instruction (Inst. 3)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
	The quality of the instruction (Inst. 4)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
Course Characteristics: 1- Very Low 2- Low 3- Moderate	Q3: Amount of effort/work	4.43	N/A	N/A	4.40	4.42						0	0	1	5	6	
	Q4: Difficulty of the subject matter	3.57	N/A	N/A	4.40	3.92						0	0	5	3	4	
	Q5: Intellectual stimulation	4.29	N/A	N/A	4.40	4.33						0	0	2	4	6	
	Q6: Instructor was enthusiastic about the course (Inst. 1)	4.86	N/A	N/A	4.60	4.75						0	0	1	1	10	
	Instructor was enthusiastic about the course (Inst. 2)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
	Instructor was enthusiastic about the course (Inst. 3)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
	Instructor was enthusiastic about the course (Inst. 4)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
Course Dynamics	Q7: Instructor was accessible outside of class (Inst. 1)	4.86	N/A	N/A	5.00	4.92						0	0	0	1	11	
	Instructor was accessible outside of class (Inst. 2)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
	Instructor was accessible outside of class (Inst. 3)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
	Instructor was accessible outside of class (Inst. 4)	N/A	N/A	N/A	N/A	N/A						N/A	N/A	N/A	N/A	N/A	
	Q8: Participation in class discussion was encouraged	3.86	N/A	N/A	4.80	4.25						0	0	2	5	5	
	Q9: Course requirements/expectations were clear	4.43	N/A	N/A	4.80	4.58						0	0	0	5	7	
	Q10: Feedback on examinations/papers/performance was valuable	4.43	N/A	N/A	4.60	4.50						0	0	1	4	7	
	Q11: Methods of evaluating student work were fair and appropriate	4.29	N/A	N/A	4.60	4.42						0	0	0	7	5	
	Q12: Gaining factual knowledge	4.83	N/A	N/A	4.80	4.82	1	I	0	0	0	2	9	1			
	Q13: Understanding fundamental concepts and principles	4.71	N/A	N/A	4.60	4.67	3	E	0	0	0	4	8	0			
	Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem	4.67	N/A	N/A	4.50	4.60	6	E	0	0	0	4	6	1			
Appraisal of progress: 1- Not at All 2- A Little	Q15: Learning to analyze ideas, arguments, and points of view	4.50	N/A	N/A	4.40	4.44	8	I	0	0	1	3	5	3			
	Q16: Learning to synthesize and integrate knowledge	4.40	N/A	N/A	4.60	4.50	7	E	0	0	0	5	5	2			
	Q17: Learning to conduct inquiry through methods of the field	4.60	N/A	N/A	4.67	4.63	5	I	0	0	0	3	5	3			
	Q18: Learning to evaluate the merits of ideas and competing claims	4.33	N/A	N/A	4.50	4.43	9	I	0	0	1	2	4	5			
	Q19: Developing skills in oral expression	5.00	N/A	N/A	4.50	4.67	3	I	0	0	0	2	4	6			
	Q20: Developing writing skills	5.00	N/A	N/A	4.67	4.75	2	M	0	0	0	1	3	8			
SACES Opt-in Status: Global Opt-in	How much time do you spend on this course outside of class?		MEAN SCORE	3.71	N/A	N/A	3.25	3.55	4	0	0	5	6				
	1 = 0 to 1 hr/wk 2 = 1 to 3 hrs/wk 3 = 3 to 5 hrs/wk 4 = 6 or more		MEAN RESPONSE	6 or more hrs/wk	N/A	N/A	3 to 5 hrs/wk	6 or more hrs/wk	6 or more hrs/wk								

\* M = Minor or No Importance; I = Important; E = Essential