

# Trinity College

## Instructor Course Description Form

**Instructor Name**

STA 101.001

Schwartz

**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:** ●

**Course Number**

1	3	7	6
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**Term**

- Fall
- Spring
- Sum I
- Sum II

**Instructor Number**

07

1
2
3
4

**Class Size**

- Small  
(1 to 19)
- Medium  
(20 to 59)
- Large  
(above 59)

**1. Please characterize the following student learning objectives in terms of importance to this course:**

SCALE: M = Minor or No Importance, I = Important, E = Essential

**M I E**

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

**2. Which of the following items represents the primary approach(es) used to teach this course?**

- Lecture
- Discussion/recitation
- Seminar
- Skill/activity
- Laboratory
- Field experience
- Studio
- Multi-media
- Practicum/clinical
- Other

**3. Which of the following information technology skills do you expect your students to use during this course?**

(Please mark all that apply)

- E-mail to communicate with others
- Class website
- Use of a word processor to write papers
- Data manipulation via spreadsheet
- Presentation software
- Use internet search engines
- Use on-line databases
- Create web pages
- Use of data analysis software

**4. What is the expected average weekly out of class work time for students in this course?**

- 0 to 1 hr/week
- 1 to 3 hrs/week
- 3 to 5 hrs/week
- 6 or more hrs/week

# 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	101	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" 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 type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input checked="" type="radio"/> Other				
			<b>This Course Fulfils A:</b> <input checked="" type="radio"/> Major/Minor/Cert. Requirement <input type="radio"/> Curriculum/College Requirement <input type="radio"/> Elective					
<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.      The quality of this course.  
 2.      The quality of the instruction. (Inst.1)  
     The quality of the instruction. (Inst.2)
1.      The quality of the instruction. (Inst.3)  
     The quality of the instruction. (Inst.4)

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

What I liked most about this class is that this course is daily basis. Daily assignments and quizzes helped students to keep up with materials and understand concepts better. Also, small size of class and openness of the class motivated students to participate class actively. In this course, students were strongly encouraged to have a curiosity and the course perfectly satisfied the curiosity.

I appreciated the instructor's efforts to satisfy each student's needs for intellectual interest and curiosity.

**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)

Daily quizzes and assignments prepared students well for the tests. From the labs, students could learn how to apply concepts learned in class.

I especially liked the book which was very well organized. The course covered a broad range of level of difficulties (from simple concepts to complex applications).

**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.  | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.1)        | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.3)   |             |
|     | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.2)        | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was enthusiastic about the course. (Inst.4)   |             |
| 7.  | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was accessible outside of class. (Inst.1)          | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was accessible outside of class. (Inst.3)   |             |
|     | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was accessible outside of class. (Inst.2)          | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Instructor was accessible outside of class. (Inst.4)   |             |
| 8.  | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Participation in class discussion was encouraged.             | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Participation in class discussion was encouraged everyday.   |             |
| 9.  | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Course requirements/expectations were clear.                  | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Course expectation was clear. Feedback on examinations and performance was very thorough.                        |             |
| 10. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Feedback on examinations/papers/performance was valuable.     | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Students were strongly promoted to have a feedbacks.   |             |
| 11. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Methods of evaluating student work were fair and appropriate. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Methods of evaluating students were very clear. Students were allowed to check daily quiz and assignment grades. |             |

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

Participation in class discussion was strongly encouraged everyday. Course expectation was clear. Feedback on examinations and performance was very thorough. Students were strongly promoted to have a feedbacks. Methods of evaluating students were very clear. Students were allowed to check daily quiz and assignment grades.

**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. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Gaining factual knowledge.   |
| 13. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Understanding fundamental concepts and principles.   |
| 14. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Learning to analyze ideas, arguments, and points of view.  |
| 16. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Learning to synthesize and integrate knowledge.  |
| 17. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Learning to conduct inquiry through methods of the field.  |
| 18. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Learning to evaluate the merits of ideas and competing claims.                                     |
| 19. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Developing skills in oral expression.  |
| 20. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Developing writing skills.   |

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

In this class, students could greatly expand the understanding of fundamental concepts and principles of statistics. Especially, tests and quizzes not only focused on the application but also understanding of fundamental concepts so that students could learn to synthesize and integrate knowledge.

**Additional Comments/Suggestions:**

Thanks for the well prepared class and the instructor, I could approach material in various aspects and could have a new outlook about the concepts.

# 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>	1396	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" 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 type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input checked="" type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	40	00	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.  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)

*More organization in lesson plan & more thorough notes but overall great teaching skill of explaining concepts.*

## 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)

*No room to slack in class if you want to do well and understand concepts. Very quick pace and building upon concepts and learning to explain theory.*

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

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

*Clear expectations**more feedback should be written on exams on where  
went wrong but understand to meet w/ teacher  
outside of class to go one on one where went  
wrong and explain why.***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. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Gaining factual knowledge.   |
| 13. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Understanding fundamental concepts and principles.   |
| 14. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | N/A Learning to analyze ideas, arguments, and points of view.  |
| 16. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | N/A Learning to synthesize and integrate knowledge.  |
| 17. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | N/A Learning to conduct inquiry through methods of the field.  |
| 18. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | N/A Learning to evaluate the merits of ideas and competing claims.                                     |
| 19. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Developing skills in oral expression.  |
| 20. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 | Developing writing skills.   |

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

Additional Comments/Suggestions:

*Overall challenging but fair course and,  
overall very satisfied with teaching work - hard  
and quality*

# 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	1396	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" 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 type="radio"/> 3rd <input checked="" 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>									
CORRECT MARK: <input checked="" type="radio"/>									

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)
- 1  2  3  4  5 The quality of the instruction. (Inst.3)
- 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.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. | <input checked="" type="radio"/> | <input type="radio"/> N/A Gaining factual knowledge.   |
| 13. | <input checked="" type="radio"/> | <input type="radio"/> N/A Understanding fundamental concepts and principles.   |
| 14. | <input checked="" type="radio"/> | <input type="radio"/> N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. |
| 15. | <input checked="" type="radio"/> | <input type="radio"/> N/A Learning to analyze ideas, arguments, and points of view.  |
| 16. | <input checked="" type="radio"/> | <input type="radio"/> N/A Learning to synthesize and integrate knowledge.  |
| 17. | <input checked="" type="radio"/> | <input type="radio"/> N/A Learning to conduct inquiry through methods of the field.  |
| 18. | <input checked="" type="radio"/> | <input type="radio"/> N/A Learning to evaluate the merits of ideas and competing claims.                                     |
| 19. | <input checked="" type="radio"/> | <input type="radio"/> N/A Developing skills in oral expression.  |
| 20. | <input checked="" type="radio"/> | <input type="radio"/> 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.
Scott Schwartz	1376	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" 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	33	00	00	00
Marking Instructions								
<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.  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)

Pretty hard class, but organized in a way that made it possible to do well and be rewarded for working hard. That is good!

## 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)

Good organization - quizzes made us read the book so everyone had some degree of understanding.

## 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.  N/A

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.																																																																																												
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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)
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)

*It was demanding w/ new  
evening night & quizzes  
everyday*

## 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)

*spend new: 10 hrs  
test: 10-15 hrs.*

## 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)

Jine

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

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

Jine

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.
<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" 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 type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd <input type="radio"/> 4th <input type="radio"/> Grad <input checked="" type="radio"/> Other	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<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>								
<p><b>This Course Fulfills A:</b></p> <p><input type="radio"/> Major/Minor/Cert. Requirement  <input type="radio"/> Curriculum/College Requirement  <input type="radio"/> Elective</p>								

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## 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.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.
<b>Schwartz, Scott</b>	1376 0 0 0 0 0	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	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
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## 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)
3.      The quality of the instruction. (Inst.2)
4.      The quality of the instruction. (Inst.3)
5.      The quality of the instruction. (Inst.4)

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

The instructor bridged the gap between the generations well (however small the gap was). No weak points

## 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)

The labs were useful for learning the software at the beginning but by the end they became repetitive

## 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)  
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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.

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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:

# 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, Scott	1376	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Sum I <input checked="" 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 type="radio"/> 3rd <input checked="" type="radio"/> 4th <input type="radio"/> Grad <input type="radio"/> Other	<input type="radio"/> 0 0 <input checked="" 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 checked="" 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 checked="" 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 checked="" 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
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**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)

When lectures happened they were always very clear and cohesively taught. Allowing questions to be asked was good, but sometimes it got to the point where the same people always asked the same type of questions and others (i.e. me) had to just look up questions they had and learn it from the book.

## 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)

Thought that reading the chapter for thoroughness and being quizzed on quotes and pictures did not necessarily help us to learn the material. Rather allowed a out for those taking the quiz not to have to know the material that well.

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

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

I will now be able to better understand and analyse my research!

**Additional Comments/Suggestions:**

...statisticians can be cool sometimes, I guess.

# 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>	1376 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 <b>Sum II</b>	0-1 hr/week 1-3 hrs/week 3-5 hrs/week <b>6+ hrs/week</b>	1st 2nd <b>3rd</b> 4th Grad Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<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="checkbox"/> Major/Minor/Cert. Requirement <input type="checkbox"/> Curriculum/College Requirement <input type="checkbox"/> 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.2)
- The quality of the instruction. (Inst.3)
- The quality of the instruction. (Inst.4)

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

*Course was taught at a fast pace, but Instructor did a good job of covering the material.*

## 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)

*A lot of effort required to fulfill daily assignments and to prepare for tests*

## 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)

Instructor made the requirements very clear and accessible through blackboard. He was also very flexible and available outside of class.

## 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: