

JOHNS HOPKINS UNIVERSITY

Homewood Course Guide

Summaries of Student Course Evaluations for Fall 2011

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SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
AFRICANA STUDIES

The write-in student response to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.362.313.01
The Construction of the African Diaspora in the Americas
Franklin Knight

Overall quality of this course: 3.6

Summary:

The best aspects of the course include an instructor who was very knowledgeable of the subject matter, and the interesting in-class discussions. Students felt that the readings did not correlate with the in-class discussions, and that the expectations for student essays and participation were not clearly defined. Suggestions for improvement focused on emphasizing current diasporas or diasporas from the 1800s. Future students should be aware that there is a lot of reading, and they should have critical thinking skills.

AS.362.340.01
Power and Racism
Floyd Hayes

Overall quality of this course: 4.79

Summary:

The best aspects of the course include an inspiring, passionate instructor who created a welcoming environment for interesting discussions which challenged the students intellectually. Some students felt that the instructor sometimes went off-topic during lecture. Suggestions for improvement include: splitting the long lectures into smaller sessions and providing more feedback on papers. Future students should put effort into

AFRICANA STUDIES

the readings and participation, be able to think critically, and should be well-prepared to defend their responses to the readings.

AS.362.357.01

Black Existential Thought

Floyd Hayes

Overall quality of this course: 5

This class had 5 or fewer comments.

Summary:

The best aspects of this course were the engaging professor and the small class size. Students felt that while the discussions were thought-provoking, more time could have been spent on understanding the readings. A suggestion for improvement was to meet twice a week for a shorter period of time. Future students should be aware of the challenging assignments and the instructor's high expectations that push students to learn a lot.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
ANTHROPOLOGY

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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070.113.01
Freshman Seminar
Niloofer Haeri

Overall quality of this course: 3.97

Summary:

The students enjoyed how enthusiastic and knowledgeable the professor was about the material, and the variety of selected readings was enjoyable. The weakest aspect of the course was the length of the class meeting time; students felt that it caused discussions to be unstructured and lag at times. Students suggested offering a shorter class twice a week, with more time devoted to lecturing on more subjects, and smaller class sizes to better facilitate discussion. Future students should be aware that there is a substantial amount of reading and a reflection paper due every week; however, grades are only based on attendance, participation, and the short papers.

AS.070.259.01
Gift and Sacrifice
Juan Obarrio

Overall quality of this course: 3.18

Summary:

The readings for the course were very enjoyable, and the professor's experiences added a lot to the class discussions. The class had a relaxing structure because there were not weekly assignments. The weaker aspects of the class were that it was difficult for students to know their standing in the class, and the class was structured poorly. Suggestions for improving the

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class included varying the form of lectures by using Powerpoints, pictures and videos; students also thought that a syllabus would be useful to help structure the class. Future students should know that the grading is ambiguous and the professor takes a while to return graded assignments.

AS.070.285.01

Understanding Aid

Emma Cervone

Overall quality of this course: 3.86

Summary:

Some of the stronger aspects of this course include the subject matter itself. The students also found the course to be well-structured, incorporating lectures, discussions, and documentaries which made the class engaging and interesting. Students felt that it was a bit unclear as to what was expected of them for the assignments. Some suggestions for improvement include having essay topics be a little more intellectually challenging and not so general, and including more structured discussion in class so that more students participate. Future students should know that there is a lot of reading, but it is interesting and manageable. The students also felt that the grading was fair and the overall class was enjoyable and interesting.

AS.070.291.01

Social Networks and Beyond

Aaron Goodfellow

Overall quality of this course: 4.28

Summary:

The strongest aspects of this course include the assigned readings and the way the professor structured discussions, which encouraged participation. The course was interesting and engaging; students also liked that papers could be resubmitted for a better grade after making improvements. The weaker aspects of the course include that the class often did not start or end on time, and that some of the readings were dense. One suggestion for improvement for this course was to assign the shorter article readings at the beginning of the semester, or just to reduce the overall volume of reading. Future students should know that there is a fair amount (about 150 pages per week) of reading for this course, but it is manageable. The grading favors the student, since the professor welcomes resubmissions of papers so students have many opportunities to improve their grades.

AS.070.309.01

Anthropology of Media

Anand Pandian

Overall quality of this course is: 4.26

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Summary:

The students enjoyed the in-class discussions, which were well-led by the professor who encouraged students to express their opinions. The students enjoyed the use of varied media towards the end of the semester. Some students felt that the weaker aspects of the course included dense readings, the overly-ambitious final project, and that lectures were not always conducted efficiently. Some suggestions for improvement are to assign shorter readings and slowing down the pace of professor's lecturing voice in order for students to better comprehend what is being said. Future students should know that there is a fair amount of reading and that they should pick a topic they are interested in for the final documentary movie project, in order to make it more enjoyable. Also, prior knowledge of anthropology is not necessary for this course.

AS.070.319.01

Logic of Anthropological Inquiry

Jane Guyer

Overall quality of this course: 4.45

Summary:

The strongest aspect of this course was the assigned reading material, which were interesting and relevant. The class also liked the written weekly written assignments, which were extremely effective in helping understand the concepts. Some students felt that the lectures were a bit unorganized, and at times they were ambiguous. One suggestion for improving this course was to have more in-class discussions on the readings in order to better understand them. Future students should be aware that there is a lot of reading and writing involved for this course but it is manageable.

AS.070.321.01

Prisons and Police

Clara Han

Overall quality of this course: 3.1

Summary:

Some of the stronger aspects of this course include the interesting topics covered in reading assignments and in-class discussions. Many students felt that lectures were often confusing and that the professor did not answer questions clearly or address them at all; lectures were also riddled with vocabulary or readings that students were unfamiliar with which made it difficult to follow along with. They also felt that the course description was not accurate and the class was too philosophical. One suggestion for improvement of this course was to have lectures be more organized, and for the professor to make the main points be known more clearly. Future students should know that the course doesn't really fit the description and there is weekly reading and responses and that the professor is a hard grader.

ANTHROPOLOGY

AS.070.338.01

Anthropology of Prayer

Niloofer Haeri

Overall quality of this course: 3.73

Summary:

The strongest aspects of this course included the subject matter and the readings that were assigned. Because the readings were interesting, in-class discussions were very enjoyable and engaging. One of the weakest aspects of this course was that the expectations for the written assignments were often unclear. Some suggestions for improving this course include making assignment expectations clearer and incorporating more religions into the course to be able to compare from a more diverse group. Future students should know that there is a lot of discussion that goes on in this class and there is a written assignment due every other week.

AS.070.349.01

Buddhism and Science

Urmila Nair

Overall quality of this course: 3.81

Summary:

The strongest aspects of this course included the interesting topics that were covered and the associated reading material and discussions that ensued; the students felt that they were engaged throughout the class. Although the material covered was interesting, it was a bit abstract and there was no clear connection between what was covered and the topic of the course; some found the material too philosophical. One suggestion for improvement for this course is to include more applicable texts to the course or at least make the connection between the texts and the course topic more clear. Future students should know that the readings can be dense at times, but they are manageable. This class is graded fairly.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
APPLIED MATHEMATICS AND STATISTICS

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EN.550.100.01
Introduction to Applied Mathematics and Statistics
Daniel Naiman

Overall quality of this course: 3.47

Summary:

The best aspects of the course include learning about the different topics of study in the Applied Math and Statistics department, and having the opportunity to meet many professors in the department. Students felt that the homework was difficult and too time consuming for a 1 credit introductory course. Suggestions for improvement include assigning homework more relevant to the lecture material, and providing clearer assignment instructions and objectives. Future students should be aware that the course is difficult and requires a higher level of prior math knowledge; a background in discrete math is suggested.

EN.550.111.01-06
Statistical Analysis 1
Dwijavanti Athreya

Overall quality of this course: 3.32

Summary:

The best aspects of the course include clear lectures and the professor’s thorough explanations of the fundamentals behind the concepts. Students felt that the instructor rushed through the material, and the lectures were too repetitive, theoretical, and

APPLIED MATHEMATICS AND STATISTICS

intellectually challenging. Suggestions for improvement include slowing down the course, using more concrete and thorough examples, and a better selection of homework problems that are also reflected in the exams. Future students should be aware that the exams are difficult, the assignments are long and tedious, and students should read the textbook before class and seek extra help when needed.

EN.550.112.01-04

Statistical Analysis II

Fred Torcaso

Overall quality of this course: 4.12

Summary:

The best aspects of the course include an instructor that had clear expectations and lectures that were straightforward, well-organized, with many example problems. Students felt that the exams were too long for the amount of time provided, and there was too much homework. Suggestions for improvement include connecting section and lecture material more, going over more practice exam questions, and having homework solutions available on blackboard. Future students should be aware that while the workload and exams are reasonable and straightforward, the grading is tough, and it is important to keep up with the homework and to pay attention in class.

EN.550.171.01-03

Discrete Mathematics

Beryl Castello

Overall quality of this course: 4.21

Summary:

The best aspects of the course include the interesting subject matter, the professor's teaching style, and the textbook. Students felt that lectures were taken up by long proofs, and they did not substantially cover key topics. Students also felt that they were inadequately prepared for the homework. Suggestions for improvement include reducing the number of proofs, providing clearer homework expectations, and assigning homework problems that will reflect test questions. Prospective students should know that this class is more theoretical than other math classes, and they must be prepared to read the textbook, spend significant time on the homework, and know how to construct proofs.

EN.550.252.01

Math Models-Decision Making: Stochastic Models

Beryl Castello

Overall quality of this course: 4.33

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This class had 5 or fewer comments

EN.550.291.01-02

Linear Algebra & Differential Equations

Fred Torcaso

Overall quality of this course: 3.94

Summary:

The best aspects of the course include clear lectures and straightforward exams. Many students felt that there was too much material covered in one semester. Students were disappointed that homework solutions weren't available, that there were no test review sessions, and that some exam questions weren't clear. Suggestions for improvement include informing the class of which textbook sessions will be covered in each lecture, including more examples in lecture, explaining difficult concepts more thoroughly, and curving exam grades. Future students should pay attention in class, do the homework, and be prepared for very theoretical discussions on the subject matter.

EN.550.310.01-03

Probability & Statistics for the Physical Sciences & Engineering

Vince Lyzinski

Overall quality of this course: 4.36

Summary:

The strongest aspects were that lectures were effective, and the instructor was approachable and passionate about teaching the material. Students felt that some course material was glazed over quickly and was too varied, and that the homework was too challenging and sometimes unrelated to the lectures. Suggestions for improvement include changing the textbook, including more concrete examples covering the difficult material, and providing more application of the theory to practical purposes.

Prospective students should have an understanding of calculus, attend lectures because the material on tests are often not covered in the textbook, and read chapters ahead of each class as the lectures move quickly.

EN.550.311.01-02

Probability and Statistics for the Biological Sciences and Engineering

Fred Torcaso

Overall quality of this course: 3.66

Summary:

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The best aspects of the course include the lecture notes that were posted online and the instructor's teaching effectiveness. Students felt that the Arellano Theater was a distracting learning environment, and that the homework did not correlate well with the material on the exams. Suggestions for improvement include providing more homework examples in class, less theory and more real world applications of the subject matter, and changing the classroom. Future students should be aware that the class is not graded on a curve, but hard work on the homework and tests will pay off and be reflected in their final grade. Knowledge of multivariable calculus is also helpful.

EN.550.361.01-03

Intro to Optimization

Donniell Fishkind

Overall quality of this course: 4.48

Summary:

The best aspects of the course include the high quality and effective lectures, interesting material, and the professor's investment in each student's progress. Students felt that the Matlab programming component of the course was challenging and not effective. Suggestions for improvement include providing resources on course topics, having more detailed lectures and hands-on help with the Matlab programming homework, offering review sessions, and making the lecture notes available to the class online. Prospective students should know that the class assumes basic familiarity with linear algebra, and that prior Matlab or programming experience would be beneficial. Exams are based on the lectures, so attendance in class is crucial.

EN.550.385.01

Scientific Computing: Linear Algebra

Youngmi Hur

Overall quality of this course: 3.83

This class had 5 or fewer comments.

Summary:

The best aspects of the course include the thorough, organized lectures, and the professor's interest in the students' needs. Students felt that the course did not spend enough time on examples, the homework assignments were long and difficult, and the textbook was difficult to follow. Suggestions for improvement include changing the textbook, covering less material, and spending more time on examples in class. Prospective students should know that the course is difficult, knowledge of linear algebra is assumed, and prior experience with Matlab is beneficial but not required.

EN.550.391.01

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Dynamical Systems

Gregory Eyink

Overall quality of this course: 3.71

This class had 5 or fewer comments.

EN.550.400.01

Mathematical Modeling and Consulting

Daniel Naiman

Overall quality of this course: 4.17

Summary:

The best aspects of the course include learning how to program in R, its application to the real world, and the engaging lecturer. Students felt that the quizzes were difficult, the class sometimes focused too much on theory, and that the scarcity of homework assignments made it difficult to practice applications of the material taught in class.

Suggestions for improvement include assigning homework assignments that are shorter more frequently, giving more practice quizzes with more guidance, and posting the R code online for students to review for upcoming lectures. Prospective students should know that it is helpful to have a strong background in statistics and mathematical programming.

EN.550.413.01

Applied Statistics and Data Analysis

Matthew Sedlock

Overall quality of this course: 4.32

Summary:

The best aspects of the course include the high quality of the instructor's notes, the approachable instructor, and the hands on experience in learning R code. Students felt that the homework didn't relate to the exam questions, the homework wasn't posted regularly, and it was unclear what the expectations were for the course. Suggestions for improvement include relating exam questions to the homework assignments, offering more real world applications, and posting lecture notes before each class. Prospective students would benefit from having some basic statistical knowledge, and should be prepared to write code for the exams.

EN.550.420.01-04

Intro to Probability

John Wierman

APPLIED MATHEMATICS AND STATISTICS

Overall quality of this course: 4.06

Summary:

The best aspects of the course include the engaging and organized instructor, the practice tests, weekly tutorials, and the non-competitive grading system. The main concern students had about this course were the confusing and ineffective PowerPoint presentations, and the long theoretical explanations and proofs. Suggestions for improvement include not lecturing off the PowerPoint slides, focusing on concepts and how they fit together, and going over more practical example problems in class that are related to problems on homework or exams. Prospective students should know that it is helpful to have taken Discrete Math, Calculus I, 2, and 3, and to keep up with the work.

EN.550.427.01

Stochastic Processes and Applications to Finance

Dwijavanti Athreya

Overall quality of this course: 4.41

Summary:

The best aspects of the course include the clear and effective lectures and the clear and useful subject matter. Students felt that there was too much content and focus on theory, and that there were not enough examples provided in lectures. Suggestions for improvement include spending more time explaining the homework, reviewing more examples in class, and explaining the goals of the theoretical proofs. Prospective students should know that a lot of probability theory is taught in class, and it would be beneficial to have a strong math background, especially in probability and measure theory.

EN.550.433.01

Monte Carlo Methods

Nam Lee

Overall quality of this course: 3.31

Summary:

The best aspects of the course include the practical and interesting subject matter and effective homework assignments. Students felt that the lectures were disorganized, confusing, and logically hard to follow. They disliked that there was no textbook, and they thought that the class was too theoretical and lacked simulation practice. Suggestions for improvement include providing a textbook, creating a more cohesive curriculum, structuring the class better, and assigning homework in a timely manner. Prospective students should know that this class is challenging, and it would be beneficial to have some basic programming experience and some knowledge of stochastic processes.

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EN.550.436.01

Data Mining

Bruno Jedynak

Overall quality of this course: 3.58

Summary:

The best aspects of the course were the interesting material, homework, and hands-on term project. Students felt that the professor did not effectively cover the concepts necessary to complete the homework and project, and that there was no strong connection between lectures and the homework. Suggestions for improvement include having more resources available, such as a textbook or practice questions, and using more R programming to convey specific concepts. Prospective students should know that the class is difficult, but interesting, and it is sometimes challenging to complete the homework without consulting outside sources of information.

EN.550.442.01

Investment Science

Luis Chavez-Bedoya

Overall quality of this course: 4.3

Summary:

The best aspects of the course include the clear and effective lectures, and the instructor's approachability and willingness to help students understand the material. Students felt that the homework was too time-consuming and graded inconsistently, the test expectations were unclear, and the class was scheduled too late in the day. Suggestions for improvement include offering more review sessions and practice problems similar to the exam questions. Prospective students would benefit from having background experience in programming and linear algebra, which would help in completing the homework.

EN.550.444.01

Introduction to Financial Derivatives

David Audley

Overall quality of this course: 3.9

Summary:

The best aspects of this course include the personable professor, interesting and practical material applicable to the financial world, and excellent textbook. Students felt that the lectures were long, that the use of PowerPoint made it difficult to completely understand the material, and that there was too much material packed into too little

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time. Suggestions for improvement include returning homework faster, providing more examples of the course material being applied to the real world, and explaining concepts on the board and engaging the students more in lectures. Prospective students should be aware that the class gets progressively difficult, and that familiarity with probability or statistics and calculus is helpful.

EN.550.446.01

Risk Measurement/Management in Financial Markets

David Audley

Overall quality of this course: 4.07

This class had 5 or fewer comments.

EN.550.461.01

Optimization in Finance

James Tzitzouris

Overall quality of this course: 3.75

This class had 5 or fewer comments

EN.550.463.01-02

Network Models in Operations Research

Beryl Castello

Overall quality of this course: 4.62

Summary:

The best aspects of the course include the effective and organized lectures, the relevant real world material and interesting subject matter, and the good mix of theory and application. Students felt that there was more theoretical material than expected.

Suggestions for improvement include having optional programming assignments to implement the algorithms discussed in class. Prospective students should know that they are expected to do many proofs for homework, and that understanding graph theory would be helpful.

EN.550.493.01

Mathematical Image Analysis

Elie Younes

Overall quality of this course: 4.33

Summary:

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The best aspects of the course include the high level application of mathematical theory of variation calculus to low level image processing, and the use of Matlab coding experience in the homework assignments. Students felt that this course required more prior experience than just linear algebra and calculus, and quickly became difficult without enough time to brush up on fundamental concepts. Suggestions for improvement include providing more examples of codes, more student interaction in lectures so that they aren't left behind, and spending some time on fundamentals or providing reference texts to review the necessary concepts. Prospective students should have a good mathematical background; they would benefit from familiarity with variable calculus, basic image processing skills and Matlab programming.

EN.550.620.01

Probability Theory I

James Fill

Overall quality of this course: 4.53

Summary:

The best aspects of the course include the course organization and the interesting and effective professor, who progressed through the material in a logical and easy to follow manner. Students felt that the lectures could rely less on lecture slides and more on the blackboard, as the pace of the class was often too fast, and there was too much material covered in one semester. Suggestions for improvement include going through the proofs and problems more on the blackboard, having a variety of homework problems, and slowing the pace of the class. Prospective students should know that a strong background in probability, real analysis, and functional analysis would help succeed in this class, and they should also spend time working through the suggested extra exercises and reading lecture notes before class.

EN.550.630.01

Statistical Theory

Carey Priebe

Overall quality of this course: 4.4

Summary:

The best aspects of the course include the effective and engaging instructor, who highlights important topics, provides real world examples, and is responsive to student questions. Students felt that the textbook was difficult to understand and that the TAs were not well prepared for sections. Suggestions for improvement include using a better book and utilizing a projector for reviewing proofs that contain equations and simplified notation. Prospective students should know that a strong math background in statistics, calculus, and programming would be beneficial, along with completing the readings before class.

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EN.550.635.01

Topics in Bioinformatics

Donald Geman

Overall quality of this course: 4.7

Summary:

The best aspects of the course include the interactive discussions, student presentations, effective professor, and the good introduction to the variety of methods in bioinformatics that is useful for research application. Suggestions for improvement include providing more feedback on the weekly paper critiques and more tutorials on specific topics such as genetic linkage analysis and machine learning in computational biology. Prospective students should have a good background in elementary probability and statistics.

EN.550.642.01

Commodities and Commodity Derivatives

Helyette Geman

Overall quality of this course: 4.33

This class had 5 or fewer comments.

EN.550.661.01

Foundations of Optimization

Treven Wall

Overall quality of this course: 4.12

Summary:

The best aspects of this course include the strong foundation it builds in basic topics of linear optimization before practically applying the theory to real life examples. Students felt that the main goals and topics of the course weren't clear, that some material was loosely covered without much depth into their usefulness, and there was too much theory and proofs. Suggestions for improvement include providing more examples and focusing more on applications of the theory, rather than simply lecturing straight from the proofs in the textbook. Some Matlab assignments would also be beneficial.

Prospective students should be aware that this course uses linear algebra and programming, and students should have knowledge of these topics to succeed.

EN.550.662.01

Optimization Algorithms

Daniel Robinson

APPLIED MATHEMATICS AND STATISTICS

Overall quality of this course: 4.0

Summary:

The best aspects of the course include the interactive learning through student presentations. Students felt that while the student presentations were sometimes effective, it would be more beneficial to have fewer presentations and have the professor lecture more. Suggestions for improvement include having student presentations that were better prepared and involved some group work, and having the professor lecture more on the subject matter. Prospective students should know that this class assumes basic knowledge of optimization theory and should have some basic calculus, linear algebra, and programming experience.

EN.550.692.01

Matrix Analysis and Linear Algebra

Youngmi Hur

Overall quality of this course: 4.12

Summary:

The best aspects of the course include the interesting and useful subject material, and the clear and well-organized structure of the course. Students felt that that the coverage of some topics was rushed and not in-depth enough. Suggestions for improvement include organizing lectures more effectively, and spending more time on important material; glazing over many topics was not helpful to students. Prospective students should be aware that solid knowledge of other math courses, especially linear algebra, is required for this course.

EN.550.695.01

Advanced Parameterization in Science and Engineering

Gregory Eyink

Overall quality of this course: 4.33

This class had 5 or fewer comments.

EN.550.730.01

Topics in Statistics

Minh Tang

Overall quality of this course: 4.25

This class had 5 or fewer comments.

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EN.550.747.01

Topics in Financial Math

David Audley

Overall quality of this course: 3.65

Summary:

The best aspects of this class include the connection between the subject matter and the real labor market and financial world, and the interesting discussions by guest speakers from varying financial institutions. Students felt that there was a lack of consistency and instruction, and that the class time was too early. Suggestions for improvement include lecturing more, inviting more guest speakers, and assigning discussion topics before class. Prospective students should know that this seminar is enjoyable if he/she is interested in the finance market.

EN.550.791.01

Neural Networks and Feedback Control Systems

James Spall

Overall quality of this course: 4

This class had 5 or fewer comments.

Summary:

The best aspects of the course include the small class size that allowed for better discussion, and the good selection of papers assigned to read. Students felt that there was a lack of examinations. Suggestions for improvement include adding one or two exams during the semester, and having a discussion at the end of each class about the current status of the topic at the present moment. Prospective students should be aware that this course requires a genuine interest in the topic, as the class discussion is very interactive between the instructor and students.

EN.550.810.01

Probability and Statistics

Carey Priebe

Overall quality of this course: 4.25

This class had 5 or fewer comments.

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FALL 2011
ART WORKSHOPS

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- 5-Excellent

AS.371.131.01-02

Studio Drawing I

Craig Hankin

Overall quality of this course: 4.85

The best aspects of the course included an instructor who was encouraging, enthusiastic and gave constructive feedback on all the assignments. The instructor incorporated some art history into the classes, which was very interesting. Some students felt that there were not enough spots in the sections and had a difficult time getting into the course. Some students did not like the large block of time the class was scheduled for, making it difficult to fit into their schedules. Suggestions for improving the course included taking an in-depth look at certain drawing techniques, and having more classes in smaller blocks of time throughout the week. Future students should be aware that prior art experience is not necessary to excel in the course.

AS.371.133.01

Painting Workshop I

Craig Hankin

Overall quality of this course: 4.78

The best aspects of the course included a professor who was encouraging and chose interesting subject material. Some students did not like how painting skills were not taught during the class, and the inability to track their grade during the course was frustrating. Suggestions for improving the course included offering more courses like it. Future students should be aware that the class requires a large time commitment.

AS.371.134.01

Painting Workshop II

Barbara Gruber

Overall quality of this course: 4.71

ART WORKSHOPS

The best aspects of the course included an instructor who gave individual attention and critiques. The painting studio was available to students outside of class, which gave them the freedom to go whenever they wanted. Some students felt that there was not enough time in class and it often went over the allotted time. Suggestions for improving the course included meeting more often during the course of the week and improving communication of deadlines to students. Future students should be aware that there is a lot of work required outside of class, and that they should have some background in painting.

AS.371.149.01

Visual Reality

D.S. Bakker

Overall quality of this course: 4.62

The best aspects of this course included the ability to collaborate with other students on projects. Students were also able to see each others' work and give feedback, which was good for developing new ideas. Some students felt that the movies were too long. Others felt that the course description was not an accurate description of the class. Suggestions to improve the class included trimming the length of the movies and having more material provided to them during the class for their projects. Future students should be aware that they are expected to be proficient in several mediums and be open-minded about their projects.

AS.371.151.01

Photoshop/Dig Darkroom

Howard Ehrenfeld

Overall quality of this course: 4.57

The best aspects of the course included the ability for students to be creative. The instructor's in depth knowledge of photography and Photoshop made the course more interesting and useful. Students felt that the three hour class was too long. Others felt that class time was not used very effectively. Suggestions for improving the course included having less lecture time and having a clearer lesson plan. Future students should be aware that the course costs a little extra money and that it will challenge them in a creative way.

AS.371.152.01

Introduction to Digital Photography

Howard Ehrenfeld

Overall quality of this course: 4.10

The best aspects of the course included the opportunity for students to learn a wide variety of photography techniques and use good cameras. Some students felt that class time was not used effectively and the instructor was not helpful when they were learning how to use Photoshop or their cameras. Suggestions for improving the course included having more help from the instructor on the basics of using the camera, printing and Photoshop. Future students should be aware that they will have to learn a lot of techniques on their own and they will have to spend a lot of time outside of class time working on assignments.

ART WORKSHOPS

AS.371.155.01

Introduction to Sculpture

Larcia Premo

Overall quality of this course: 4.09

The best aspects of the course included a chance to experiment with many different materials and to think creatively. Some students felt that the instructor was not helpful at all in learning how to use the tools and that there was not enough direction given in the course. Suggestions for improving the course included having more direction in the course and a more defined curriculum. Future students should be aware that the course requires that students spend time on projects outside of class.

AS.371.162.01-02

Black & White: Digital Darkroom

Phyllis Berger

Overall quality of this course: 4.57

The best aspects of the course included learning how to use a digital camera and the freedom for students to work on their own projects. Some students felt that the instructor was too subjective when grading assignments. Students felt that the computers in the classroom did not have the correct software. Suggestions for improving the course included having more details on assignments before they were due, and to have more lab days to work on the computers. Future students should be aware that they need to put in a lot of effort outside of class time to earn a good grade.

AS.371.303.01

Documentary Photography

Phyllis Berger

Overall quality of this course: 4.33

The best aspects of the course included good feedback from the instructor regarding their projects. The course was very effective in teaching students how to use their cameras. Students felt that there was not enough time to complete their projects. Suggestions for improving the course included allotting more time to complete the final project and having fixed deadlines for the project. Future students should be aware that this class has requires a large time commitment in addition to class time.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
BEHAVIORAL BIOLOGY

The write-in student response to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.290.420.01
Human Sexual Orientation
Chris Kraft

Overall quality of this course: 4.42

Summary:
The strongest aspects of this class were the professor, who presented information in an unbiased and scientific manner, and the documentaries and case studies. This class challenges students to look at the world from the perspective of different genders and sexualities in a unique way. The weak aspects of the class were that the material was sometimes overly graphic, the grading policies were not always clear. Suggestions for improving the course included adding guest lecturers to the curriculum, and structuring the in-class discussions more. Future students should know that this course covers some controversial topics related to sexuality, and discussions and material are often graphic. This class is graded fairly and requires a fair amount of work (2 exams and 3 papers).

AS.290.490.01
Senior Seminar: Behavioral Biology
Peter Holland

Overall quality of this course: 4.62

Summary:
The strongest aspects of this course included the discussion-based structure, the positive and engaging environment, and the interesting professor. Students found this class a great way to get to know and to work with other students in their major. The weak aspects of the course

BEHAVIORAL BIOLOGY

were that the student-led discussions could get boring, and some of the topics were not interesting to the students. Suggestions for improving the course included scheduling the class for later in the day; students felt they would be more able to participate well in a discussion if the class was not so early. Future students should know that you have to be a senior Behavioral Biology major to take this course, and the workload is extremely light.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS

FALL 2011

BIOLOGY

The write-in student responses to the 4 survey questions "What are the best aspects of this course?", "What are the worst aspects of this course?", "What would most improve this class?", and "What should prospective students know about this course before enrolling?" have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.020.104.01

Freshman Seminar: From Genes to DNA and Back

E. Moudrianakis

Overall quality of this course: 4.04

Summary:

The best aspect of this course is that it is a small class with engaging discussions. The professor was enthusiastic and encouraged his students to participate in class discussions and think outside of the box. Most students found the class very interesting and stimulating, but some felt that the discussion topics were too repetitive each week. Students wished the professor would lead the class more or bring in outside speakers. There is a constant work load and often the class ran late. Prospective students should know that their grade is based on class participation and leading a class discussion and there are no grades given until the end of the semester.

AS.020.106.01

Freshman Seminar: Tuberculosis

Robert Horner

Overall quality of this course: 4.08

Summary:

One of the best aspects of this course was that it was a small, interactive class. Due to the small size, students felt that they could really participate and interact with their professor. Some students felt that material was slightly repetitive and wished that the class meet for more times a week for shorter class periods. Prospective students should have a basic biology background.

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Students felt that this course was great practice for writing a research paper and reading medical articles.

AS.020.111.01

Freshman Seminar: The ‘Nobels’ in Medicine and Chemistry

Ludwig Brand

Overall quality of this course: 3.67

Summary:

The best aspect of this course was that students practiced their oral presentation skills by designing their own projects and presenting them to the course. The professor was very passionate and willing to help, but the class was mostly student-led. Many students felt that the class discussions were not very lively and wished for more participation from their peers. Additionally, the worst aspect of the class is that the presentations became repetitive. Future students should know that there is a light workload for this class.

AS.020.135.01

Project Lab: Phage Hunting

Joel Schildbach, Emily Fisher

Overall quality of this course: 4.92

Summary:

Students highly recommended this course. The best aspect was that this course offered hands on research experience for freshman, especially to learn lab techniques. Students also felt that the lab was a relaxed environment and were able to work at their own pace. Prospective students should know that, although the workload is not very difficult, it is very labor intensive and they must be able to put the time in. Students wished the lab meetings were split up and didn't last so long on Friday afternoons. The worst aspect of this course was that the procedural explanations were not thorough enough.

AS.020.151.01-02

General Biology I

Richard McCarty, Rebecca Pearlman, Richard Shingles

Overall quality of this course: 3.93

The best aspects of this course included the lectures and Power Points that followed the textbook closely, the resources to study for the exam, and the fact that the exams were graded quickly. The instructors enjoy teaching and the material is interesting. Students felt that McCarty's lectures were hard to follow and Shingles was hard to understand, and that it was hard to have multiple instructors with different teaching styles. They felt that the large class size made the room very loud, a lot of material was covered at once and that the CPS questions

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were unnecessary. Suggestions for improvement included not having McCarty teach, breaking the class into two sections, getting rid of the biome assignments and the CPS questions and having better test preparation. Prospective students should know that the course involves a lot of memorization but the course material is not difficult if you study, and the grading system is fair.

AS.020.153.01-05

General Biology Lab I

Rebecca Pearlman

Overall quality of the class: 4.02

Summary:

Students enjoyed the interactive, hands-on nature of the course. The small class size made this a good, practical learning experience and the lab procedures were clear and concise which made execution very easy. Some students found the grading strict, arbitrary and inconsistent. Many also stated the flowcharts were not useful. Students said the class could be improved through more effective labs – some found them too easy, uninteresting, and not challenging. Future students should know many of the computer programs that were used were not compatible with MAC. Many students said the workload was manageable.

AS.020.161.01.FA11

Biology Workshop I

Rebecca Pearlman

Overall quality of the class: 3.89

Summary:

The student enjoyed listening to the variety of knowledgeable and interesting guest speakers; however, they said that some of the material is too complex for an introductory level course so a lot of speakers lecture too quickly. Students said it would be helpful if the slides were online or if in-class worksheets were handed out. They would also like to have more discussion-based classes on the lectures. Future students should know that a background in biology is important since some of the guest lecturers discuss in-depth biology topics.

AS.020.305.01

Biochemistry

Emily Fisher, R Blake Hill, Vincent Hilser, Kathryn Tiffet

Overall quality of the class: 3.96

Summary:

The students found that most of the professors taught with clarity and were easy to understand. They described them as engaging, interesting, enthusiastic, helpful, and

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approachable. Students especially liked the teaching style of Professor Fisher. They found her teaching style inspiring, passionate, and very effective. Students found the grading system very fair (students are able to drop their lowest test grade) and said that the review sessions, recitation, podcasts and office hours were all great resources; however, students made the following comments about the exams: there is a lot of material covered them, they are very difficult, and did not really test their knowledge but rather tested random facts. Students also said the pace of class is fast. Students also said that Dr. Brand was not as an effective instructor as the others. Students would like to see this course broken into 2 semesters.

AS.020.307.01

Enzymes, Metabolism and Metabolic Disorders

Young-Sam Lee

Overall quality of the class: 3.87

Summary:

The students found the individual projects and student presentations helpful. They found the material interesting and liked that they were able to pursue personal topics of interest; however, the students said that assignment expectations were not clear and grading was arbitrary. They also said the professor was sometimes hard to understand. Students would like to have more feedback from the professor, clearer description of expectations, and better preparation for exams. Future students should be ready to attend and participate in class and should have a background in experimental science and biochemistry/cell biology.

AS.020.315.01-10

Biochemistry Lab

Robert Horner

Overall quality of this course: 3.68

Summary:

The best aspect of this course is that students learned very practical and applicable lab methods that correlated with what was being taught in Biochemistry lecture. The worst aspect of this course is that the equipment was old and outdated. Future students should know that this course has a heavy workload and a strict grading system. Some students felt they needed more practice and wanted more preparation for the finals and quizzes.

AS.020.330.01

Genetics

Kyle Cunningham, Myles Hoyt

Overall quality of the class: 3.88

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Summary:

Students enjoyed Dr. Cunningham's teaching style. They said he was a dynamic lecturer who was genuinely interested in his students. Students also found Dr. Hoyt knowledgeable, organized, and well prepared; however, they said that lectures were sometimes confusing, the home works were incredibly hard and time consuming, the grading of the homework was tough and inconsistent, and the tests were too long for the allotted time. Students would like to see a greater correlation between lecture, homework, and exams, along with Podcasts throughout the course. Future students should know that the workload is high and that they should also do the ungraded homework. It is helpful for tests.

AS.020.333.01

Adaptations Of Plants to their Environments

Eric Johnson

Overall quality of the class: 3.79

Summary:

Students enjoyed the topic - they found it interesting and unique. Students also said the professor was very good at explaining complex biochemical processes, very engaging, and easy to understand. They found the YouTube videos very helpful in learning about plant adaptations. The worst aspect of the course however was the grading. Students found the grading harsh and ambiguous. Also students said a textbook, power points for writing notes, and lecture podcasts would have been helpful. Future students should know it is important to attend all lectures since there are no power point slides or podcasts of the lectures.

AS.020.334.01

Planets, Life and the Universe

Jocelyne Diruggiero, Naomi Levin, Colin Norman

Overall quality of the class: 3.3

Summary:

Students enjoyed the fascinating lectures on the wide variety of different topics presented by the guest speakers; however, students found the home works extremely difficult since they were designed for astrophysics majors and do not reflect what was taught during lectures. Students also found the course very poorly organized. To improve the course, students suggested providing an incentive for class attendance (i.e., graded quizzes after each class, points for mandatory class attendance). Future students should know that the home works are the main portion of the grade and that the class is geared toward astrophysics majors and not biology majors. A strong background in physics is important.

AS.020.340.01-07

Genetics Lab

Carolyn Norris

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Overall quality of this course: 4.02

Summary:

The practical approach to the labs made this course very stimulating, and the material related directly to the topics discussed in the Genetics lecture. The professor is very personable and genuinely wants students to understand the purpose of the experiments. The worst aspect of this course is that students are expected to visit the lab on non-meeting days, including weekends, which can be inconvenient. Having the professor make the materials available sooner to the students would be an improvement to this course. Prospective students are encouraged to take the Genetics lecture course as a co-requisite and should understand that you will be required to meet outside of the scheduled lab times.

AS.020.379.01

Evolution

Carolyn Norris

Overall quality of this course: 4.07

Summary:

The professor for this course is very enthusiastic and provides current and up to date material that makes the lectures interesting and fun. Although this course is lecture based, there is quite a lot of student discussion. The worst aspect of this course was that the homework assignments were consistently posted late. The lectures also tended to be disorganized. A newer text book and posting assignments sooner would improve this course. Students thinking of taking this course should have a strong interest in evolution and be prepared for a good amount of text book reading.

AS.020.380.01

Eukaryotic Molecular Biology

Karen Beemon, E. Moudrianakis, David Zappulla

Overall quality of this course: 3.94

Summary:

The best aspect of this course is the knowledgeable and passionate professor. There is a small class size and the lectures are enjoyable and engaging. The worst aspect of this course is that the grading and class expectations were unclear. Students would have preferred more feedback on their work and recommend giving more practice assignments. Prospective students should know that this class is very relevant for future research, but it requires a strong biology background and a lot of reading.

AS.020.420.01

Build-a-Genome

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Joel Bader, Jef Boeke, Marc Ostermeier, Karen Zeller

Overall quality of this course: 4.71

Summary:

There were five or fewer comments for this course.

AS.020.441.01

Mentoring in Biology

Rebecca Pearlman, Richard Shingles

Overall Quality of this course: 4.56

The strongest aspects of this course were that students were able to help other students and review key concepts. However, students did not like the awkward meeting times and lack of students attending mentoring sessions. The course could be improved by encouraging more students to attend the mentoring sessions. Students taking this course in the future should know that it is a relaxed course and patience is important during mentoring sessions.

AS.020.640.01

Epigenetics & Chromosome Dynamics

Barbara Migeon, E Moudrianakis

Overall quality of this course: 3.71

The strongest aspects of this course include the in-class discussions and its intellectual challenge. Course material was cutting-edge and instructor feedback was useful. Some weaker aspects of the course include the large amount of information covered and lack of participation in discussions. The class could be improved by including more guest lectures. Students taking this course should be prepared to participate and contribute to discussions.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
BIOMEDICAL ENGINEERING

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.580.111.01-28
BME Modeling & Design
Eileen Haase

Overall quality of this course: 3.85

Summary:

The students liked the introductory nature of this class. The group work and team building skills allowed for the collaboration and sharing of creative ideas. It also gave the students an opportunity to network with other BME classmates. Students liked the hands-on nature of the class and the exposure to the design, modeling, and testing process. The worst part of the class is that some students found the lectures boring and said more guidance and direction was needed with the labs, models and projects. Some students found the course disorganized, lacking structure, ambiguous, and stressful. To improve the course, students suggested an introductory session to familiarize students with the equipment, and more communication and feedback between the instructors, TA's, lab managers, and the students. Future students should know that a prior knowledge of basic chemistry, physics, biology, statistics, and calculus is helpful along with a strong familiarity with EXCEL and MATLAB. Also, the course requires time outside of class to work on team project and lab reports.

EN.580.211.01
BME Design Group
Robert Allen

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Overall quality of this course: 3.4

Summary:

The students liked the team work aspect of the course and the real-life applicability of designing a device for a medical need; however, some students found the course to be disorganized. To improve the course, students suggested improving the rubrics to make grading fairer, as well better guidance on what is expected and when. Future students should know that the course takes a lot of time and that you get out what you put into it.

EN.580.221.01-04

Molecules & Cells

Eileen Haase

Overall quality of this course: 3.75

Summary:

The students found the course very helpful and interesting since the material had real-life application. They liked the fact that the class resources (i.e., lectures, power points, handouts) are all available online. Students also liked the effective and inspiring guest lecturers; however, some students found the course disorganized, lacking in feedback on graded homework, and fast paced. To improve the class, students suggested that the professor provide more comments and feedback on the graded homework and that there be more correlation between the lectures, homework, textbook, and exams.

Students would also like to have practice exams. Future students should have knowledge of general biology or AP Biology, and chemistry. Many students said that the textbook is not necessary since it is not used.

EN.580.311.01

BME Design Group

Robert Allen

Overall quality of this course: 4.14

Summary:

The best aspect of this course is that students are allowed to channel their creativity by developing their own unique design. The worst aspect of this course is that the lectures were unorganized and therefore unhelpful. Students also felt that the professor was unhelpful and did not provide enough feedback. Students wished for more consistent judging on their projects and a more organized course. Future students should be ready to work in a group and know that this course is a big time commitment.

EN.580.321.01-04

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Statistical Mechanical and Thermodynamics

Michael Beer

Overall quality of this course: 4.15

Summary:

The best aspect of this course is that there is an excellent, knowledgeable professor. There are clear expectations of what is expected for this course and weekly quizzes help the students keep up with the material. The worst aspect of this course is the difficult subject matter and the difficult exams. There are a limited number of practice problems and material, so students wished there was more homework help and test preparation. Future students should know that this class is a big time commitment and one must be familiar with advanced math.

EN.580.411.01

BME Design Group

Robert Allen

Overall quality of this course: 3.62

Summary:

The best aspects of the course include the opportunity for hands-on design experience, the team aspect of the project, the constructive feedback from the professors, and the intellectual challenge of the course. Students felt that the course was somewhat disorganized and they were not given much direction regarding assignment requirements. They also felt that grading expectations were unclear, and it was difficult to contact the instructors or TA for assistance. Suggestions for improvement include providing clearer guidelines for presentations and grading and allowing inter-disciplinary team work by including other types of engineers. Prospective students should know that the work load for this course is high and there is a large time commitment, but it is a great experience. Some CAD modeling experience and organizational skills are beneficial.

EN.580.413.01

Design-Team, Team Leader

Robert Allen

Overall quality of this course: 4.5

Summary:

The best aspects of the course include the leadership and team experience, the personal interactions with professors and sponsors, and the experience of independently developing devices with potential for accomplishment. Students felt that sometimes there was a lack of guidance, lectures were irrelevant, ineffective and poorly planned, and time was too restrictive to produce results. Suggestions for improvement include tailoring lectures to better suit the students' needs, and more technical guidance from professionals or professors in the

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appropriate fields. Prospective students should know that while this course is a lot of work, it is a rewarding learning experience.

EN.580.415.01-02

Ethics of Biomedical Engineering Innovation

Elizabeth Logsdon, Eric Rice, Feilim Mac Gabhann, Youseph Yazdi

Overall quality of this course: 3.19

Summary:

The best aspects of this course are the interesting in-class discussions, challenging but engaging topics, and the guest speakers and professors. Students felt that the workload was excessive and inconsistent, not enough ethical theory was discussed, and the grading was inconsistent and subjective among different professors. Suggestions for improvement include focusing the course more on ethical case studies, assigning fewer but more thought-provoking and applicable assignments, and having better organization and coordination of assignments and grading among professors. Prospective students should be prepared to think about current issues from different perspectives, and should be prepared to manage the workload.

EN.580.421.01-04

Systems Bioengineering 1

Natalia Trayanova

Overall quality of this course: 4.02

Summary:

The best aspects of the course include the hands-on experience and the interesting, diverse specialists who are experts in their prospective fields. Students felt that the homework was too long and difficult, and that the constantly changing professors created a sense of discontinuity and their teaching effectiveness was inconsistent. Suggestions for improvement include assigning homework that is more relevant, coordinating the professors and their assignments better, and having more engaging lectures. Prospective students should have some background knowledge in biology and should be prepared to attend lectures, keep up with the demanding workload, and study hard for the midterms.

EN.580.423.01-04

Systems Bioengineering Lab 1

Eileen Haase

Overall quality of this course: 3.98

Summary:

Best aspects of the course are the hands on, practical aspect of the labs and their reinforcement of concepts taught in SBE lectures. Students felt that some of the labs were

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time-consuming and ineffective, such as the computer modeling assignment. They also felt the exam grading was unfair. Suggestions for improvement include spending more time on the lab concepts so that students better understand it, and removing the computer modeling lab. Prospective students should know that this lab applies the material learned in SBE 1, it is time consuming but has a lot of hands-on experience, and it is beneficial to read all pre-lab materials and attend section before doing the labs.

EN.580.429.01-04

Systems Bioengineering III

Joel Bader

Overall quality of this course: 4.24

Summary:

The professor for this course was very knowledge about the material and presented the content in an understandable manner. The textbook and homework assignments helped reinforce the material. The number of lectures that the professor missed in the second half of the semester adversely affected the course. There was a noticeable lag time in grading of homework and quizzes. It would be an improvement to this course if two professors co-taught, eliminating the missed or TA taught lectures. It would also be helpful if the homework and quizzes were returning in timely manner. Prospective students should be aware that this is a very math-oriented course.

EN.580.439.01

Models of the Neuron

Eric Young

Overall quality of the class: 4.5

This course had five or fewer comments.

EN.580.441.01

Cellular Engineering

Kevin Yarema, Jordan Green

Overall quality of the class: 4.27

Summary:

The lectures for this course were very interesting, fun and relevant to current research and medicine. The worse aspect of this course was the heavy work load involving quite a lot of programming. More connection between the course work and homework material would improve this course as well more concise reviews prior to exams. Prospective students should have a good amount of MATLAB experience and be prepared for a lot of work and presented material.

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AS.580.451.01-02

Cell & Tissue Eng Lab

Eileen Haase

Overall quality of the class: 4.25

Students said the best aspect of this course was the opportunity to perform experiments on cutting-edge topics in bioengineering. The course provided hands-on exposure to the necessary elements of cell culturing and cell/tissue engineering experimental design, techniques, and equipment. The worst aspect of the course is that there was confusion and lack of instruction with the lab work. Also there were many technical and mechanical issues with the lab equipment. To improve the course, students suggested adding another microscope with imaging capabilities, as well as fixing the broken equipment. Future students should know it is helpful to have already taken Biomaterials I and II. Students report that the lab reports are long so it is important to start them early.

AS.580.471.01-02

Princ BME Instrumentation

Nitish Thakor

Overall quality of the class: 3.25

Students said the best aspect of this course was the hands on experience of designing functional biomedical instrumentation. The projects allow for flexibility and freedom. The worst aspect of the course is that it was poorly organized and there is not enough time to complete a lot of projects. Also the deadlines and guidelines were not always clear. To improve the course, students suggested clearly stating expectations, handing back assignments on a timely basis, and sticking to a clear and concise syllabus. Future student should know this course is poorly set up and has a heavy project workload. It is important to have a theoretical and practical understanding of circuits.

AS.580.472.01

Topics - Med Imaging Sys

Jerry Prince

Overall quality of the class: 4.5

This course had 5 or fewer comments.

AS.580.495.01-05

Microfabrication Lab

Andreas Andreou, Jeff Wang

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Overall quality of the class: 3.70

This class had 5 or fewer comments.

EN.580.580.01

Senior Design Project

Robert Allen

Overall quality of the class: 3.75

Summary:

The best aspect of the course is the freedom and independence to creatively design and develop your own project. The worst aspect of the course is that the required lectures are not relevant to the project. It was also hard to communicate with professor to get feedback on project development. To improve the course, student suggested eliminating the required lectures and instead holding hands-on workshops throughout the semester. Also, students wanted clearer guidelines and more support. Future students should know that you are on your own most of the time.

EN.580.602.01

Special Topics in Bioengineering Innovation and Design

Soumyadipta Acharya

Overall quality of the class: 4.29

This class had 5 or fewer comments.

EN.580.605.01

Business of Bioengineering Innovation and Design

Lawrence Aronhime

Overall quality of the class: 4.82

Summary:

The best aspect of this course is the professor. He was a captivating and engaging teacher who is able to explain complex concepts very effectively. The information that is covered is very practical and useful. The worst aspect of this course is that the spreadsheets need more explanation. To improve the course, students suggested more assignments directly related to the lecture and more detailed information on filling out spreadsheets. Future students should know that this is a useful class.

EN.580.611.01

Biomedical Device Design and Innovation

Soumyadipta Acharya

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Overall quality of the class: 4.3

Summary:

The best aspects of this course are the guest speakers who give their expert feedback. The worst aspect is that the course is not well-structured. There needs to be 1 set of expectations written on a structured syllabus. There is also no formal instruction for the course. To improve the course, students said there should be more organization and communication. Future students should know that this is a challenging course and that students should be flexible and self-motivated.

EN.580.616.01

Introduction to Linear Dynamical Systems

Sridevi Sarma

Overall quality of the class: 4.23

Summary:

The best aspect of the course is that it is well-designed, interesting, and useful. The professor was able to clearly and concise communication the material on a detailed and intuitive level. The worst aspect of the course is that there was too much material to learn so lectures felt rushed. To improve the class, students suggested a slower pace or covering less material. Also students wanted a review of mathematical proofs and clearer definitions. Future students should be familiar with linear algebra, advanced matrix theory, and control systems.

EN.580.619.01

Bioengineering Innovation and Design - Global Health

Soumyadipta Acharya

Overall quality of the class: 4.55

Summary:

The best aspect of the course is the challenge of the project and learning to work on global health problems. There is the possibility that the devices that are developed will positively impact people. The worst aspect of the course was the lack of structure, organization, and feedback. Student wanted more organization and communication with the instructor. Also it would be helpful to have adherence to the schedule especially for the student-professor meetings – they were often cancelled. Students should know that this course is hard work but it is rewarding. The lack of communication, planning, and relationships with the advisors was disappointing.

EN.580.621.01

Insight Informed Innovation

Brandon Craft, Paul Fearis

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Overall quality of the class: 4.91

Summary:

The best aspect of the course was the practical, real world applicability to the material we learned. The information is relevant and the course is structured so students know what and when to expect. The instructors provided timely and helpful feedback. Some students said there were no bad aspects to the course while a few said that slides need to be posted to blackboard consistently and the examples are not solely oriented to the medical device industry. To improve the class, students suggested coordinating the lecture content with project development. Future students should know that this is a great course and students recommend taking it.

EN.580.625.01

Structure and Function of the Auditory and Vestibulary Systems

Bradford May

Overall quality of the class: 4.6

This course had 5 or fewer comments.

EN.580.634.01

Bioelectricity

Leslie Tung

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.580.639.01

Models of the Neuron

Eric Young

Overall quality of the class: 4.54

Summary:

The best aspect of this course is that the lectures are well-structured and clear. The home works and assignments were challenging, relevant, and graded quickly. The worst aspect of the course was that the homework was sometimes unclear and complicated. Also the class is time consuming. To improve the course, students suggested more straight-forward homework and having lecture slides before class. Future students should have knowledge of MATLAB and have a strong background in mathematics and physics. Home works and exams are difficult but grading tends to be fair.

BIOMEDICAL ENGINEERING

EN.580.641.01

Cellular Engineering

Jordan Green, Kevin Yarema

Overall quality of the class: 4.38

This course had 5 or fewer comments

EN.580.690.01

Systems Biology of Cell Regulation

Andre Levchenko

Overall quality of the class: 4.25

This course had 5 or fewer comments.

EN.580.771.01

Prin-BME Instrum

Nitish Thakor

Overall quality of the class: 4.12

Summary:

The best aspects of the course are the interesting hands-on projects which give a realistic view of the theory studied in various courses. The worst aspects of the course are the lectures. The professor did not fully explain the theoretical aspects and some of the assignments were not thoroughly explained at first. To improve the course, students suggested better organization and communication regarding the scheduling of assignments and graduate term paper. Future students should have some circuit background knowledge. Also the course can be very time consuming.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
BIOPHYSICS

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.250.131.01
Topics in Biophysics Research
Karen Fleming

Overall quality of this course: 4.21

The best aspects of this course include a great introduction to biophysics in a stress free environment. The workload was not heavy and the lectures were interesting. At times, the lectures did not go in-depth so that more material could be touched on. Having a better syllabus, and taking class material and relating it to current research or real life applications could improve the class. Future students should know that it is a great class for those considering biophysics as a major.

AS.250.345.01
Cellular/Molecular Physics
Richard Cone

Overall quality of the course: 4.55

The highlights of this course include a captivating professor, and the opportunity to apply topics covered in class to real-world experiences. Homework wasn't returned so feedback was often hard to come by, and it was difficult to study for tests. Posting lecture notes before class more often would make it easier to follow along and learn. Future students should know that the class is fascinating and will engage them during every lecture. However, they should also know it is difficult to know where they stand in the class because grading is based on a curve at the end of the semester.

BIOPHYSICS

AS.250.351.01

Reproductive Physiology
Barry Zirkin, Richard Cone

Overall quality of this course: 4.51

The best aspects of this course are fascinating lectures as well as the intellectual challenge and depth of the material covered. The lectures felt long at times and since it only met once a week, it was difficult to carry over a common theme from week to week. Splitting the lecture up to meet twice a week would improve the class. TA sessions or asking students questions to engage them during the length of the lecture would also be helpful. Future students should know that it is a great class and attending lecture is necessary. This class will also take them out of their comfort zone and address topics they haven't previously touched on in an academic setting.

AS.250.353.01

Computational Biology
Patrick Fleming

Overall quality of this course: 4.6

The best aspects of this course are informative lectures, engaging hands-on labs, and the application of useful skills learned. At times, the homework or labs were tedious and weren't explained very well. Highlighting the most important information attained from labs, and going into those sections into more detail would improve the class. Overall, students should know that it is a great class, but a background in programming would be helpful prior to taking the class.

AS.250.381.01

Spectroscopy and Its Application in Biophysical Reactions
Juliette Lecomte

Overall quality of this course: 4.23

The best aspects of this course were well-organized notes and lectures, as well as challenging and educational problem sets. Some students felt that at times there were homework problems that seemed irrelevant to course material or did not prepare them for exams. Also, many felt the class was rushed in order to cover a lot of material. Having more clearly worded homework problems or review sessions throughout the semester would improve the course. Future students should know that the class is challenging, and a solid background in physics would help them.

AS.250.383.01

BIOPHYSICS

Molecular Interactions Laboratory Karen Fleming

Overall quality of this course: 5.0

This class had 5 or fewer comments.

AS.250.391.01 Proteins and Nucleic Acids Gregory Bowman

Overall quality of this course: 4.35

The best aspects of this course were discussion based learning from journal articles and becoming familiar with python/pymol. At times, the course load was unbalanced because of the magnitude of readings required for class on top of other assignments. A more organized approach to the material would improve the class. Future students should know that there is quite a bit of programming and reading involved in this class, and a background in biochemistry would be very helpful.

AS.250.685.01 Proteins & Nucleic Acids Gregory Bowman

Overall quality of this course: 4.19

The best aspects of this course were learning directly from journal research articles instead of a textbook. The course teaches students to think critically to understand and evaluate experiments and methods. Students also felt it was useful to learn python programming and Pymol. The worst aspect of the course was that papers and assignments were sometimes uploaded right before they were due. Also the instructor's lectures were sometimes unorganized and hard to follow. To improve the course, students suggested having clearer lectures and more feedback on homework assignments. Students also suggested more instruction on Python and Pymol. Future students should know that it is helpful to have a biological and biochemistry background. Also there is a significant amount of computer programming at the beginning of the class.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CENTER FOR LANGUAGE EDUCATION
ARABIC

The write-in student response to the 4 survey questions “What are the best aspects of this course?” “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.375.115.01-03

First Year Arabic

Khalil Tahrawi

Overall quality of this course: 4.0

The best aspect of this course was the experience of learning a new language. Students said it was interesting and different. They said the course has great professors who are patient and that the class moves at the perfect pace. The worst aspect of the course was the difficulty of the language. The course is challenging due to the course load and content. Also class time is not used efficiently for learning. Students said to improve the class it should include a better textbook, as well as more homework, practice, and feedback. They also said it could be more organized.

Future students should know that this is a difficult class with a lot of independent work and memorization. Future students should be dedicated to learning the language and must stay on top of the vocabulary.

AS.375.215.01-02

Second Year Arabic

Fadel Abdallah

Overall quality of this course: 3.76

CENTER FOR LANGUAGE EDUCATION: ARABIC

The best aspect of this course is a very knowledgeable and enthusiastic professor who gives great insights on Arabic culture and dialects. Students enjoyed the small class size. The worst aspect of this course is that it moves too slowly, which wastes class time. There is a heavy workload which takes away class time for speaking. The class time should be spent teaching more Arabic concepts and learning the skills necessary to succeed in the class. Students said that more practice and conversation would improve this class. Also, they said there is a need for a better textbook. Future students should know that this is a great class with interesting topics and a lot of homework.

AS.375.301.01

Third Year Arabic

Khalil Tahrawi

Overall quality of this course: 3.59

The best aspects of this course include a great teacher and beneficial class work. Students say that the teacher's passion and kindness really helped them get through this class. The worst aspects of this course are the class size and disorganized textbook. Students say a new textbook and a stronger syllabus to adhere to would improve this class. Future students are recommended to work hard and keep up with the material.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CENTER FOR LANGUAGE EDUCATION
CHINESE

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.373.111.01-02
First Year Heritage Chinese
Liman Lievens

Overall quality of this course: 4.88

Summary:

The best aspects of this course include an informative and passionate instructor dedicated to the students' development, the small class size, and the level of enjoyment the students derived from the class experience. Some students would have preferred more quizzes on fewer topics in order to learn them better. Suggestions for improvement include a slightly more varied lesson plan with more interactive exercises rather than just learning straight from the text book every class. Some students wanted more emphasis on writing and grammar skills. Prospective students should be prepared to practice their vocabulary words often as there is a lot of material covered in the class. However, it is an enjoyable class and highly recommended.

AS.373.115.01-04
First Year Chinese
Lu Li, Ye Han

Overall quality of this course: 4.48

Summary:

The best aspects of this course include the openness to students with no background in the language, the kind and helpful instructors, and the engagement with the language every day. Some students felt that the class was difficult and high paced. Suggestions for improvement include giving slightly more time to practice writing the characters. Prospective students should

CENTER FOR LANGUAGE EDUCATION: CHINESE

be prepared for a relatively difficult grading system, many quizzes, and a fast paced, detailed introduction to the Chinese language

AS.373.211.01-02

Second Year Heritage Chinese

Aiguo Chen

Overall quality of this course: 3.72

Summary:

The best aspects of this course included its interactive nature, ample grading opportunities including quizzes and extra credit assignments, and a kind and approachable instructor that fostered a relaxed learning environment. Some students felt that the instructor did not explain the lessons well, that the workload was incredibly dense, and that the weekly quizzes did not correlate to the material learned. Suggestions for improvement include a more organized syllabus and extra focus on the students understanding the material with a slightly slower pace throughout lessons. Prospective students should be prepared to learn the material through a lot of practice. They should know that the grading system is fair but difficult.

AS.373.215.01-03

Second Year Chinese

Aiguo Chen; Ye Han

Overall quality of this course: 4.41

Summary:

The best aspects of this course included the small class size, the in-class discussions which helped foster better speaking skills; students enjoyed the wide range of subject matter. Some students felt that there wasn't a good connection between the two instructors and that their overall effectiveness suffered from it. Suggestions for improvement include more individual attention towards students and more variety in assignments. Prospective students should be prepared for a dense workload and should have a decent background in Chinese before taking the class.

AS.373.313.01

Third Year Heritage Chinese

Aiguo Chen

Overall quality of this course: 4.6

Summary:

There were five or fewer comments for this course.

CENTER FOR LANGUAGE EDUCATION: CHINESE

AS.373.315.01

Third Year Chinese
Liman Lievens

Overall quality of this course: 4.5

Summary:

The best aspects of this course included an engaging, passionate, and informative instructor, helpful lectures, and personal attention from the instructor. Some students felt that the tests were difficult to study for and that the class moved at a very fast pace. Suggestions for improvement included a clearer syllabus and lessons more focused on preparing for the tests. Prospective students should be aware that the class involves a large time commitment and requires a solid background in Chinese.

AS.373.415.01

Fourth Year Chinese
Liman Lievens

Overall quality of this course: 4.44

Summary:

The best aspects of this course included the individual attention from the instructor, a small class size that allowed for helpful in-class discussion, and the extra material provided outside of class. Some students felt that the students all had varying levels of fluency in Chinese which made in-class discussion more challenging. Suggestions for improvement included giving students more time to practice speaking and providing a slightly more organized syllabus. Prospective students should be aware of the variation in the speaking skills of other students. They should also be prepared for a decent amount of work. The class will greatly enhance Chinese skills.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CENTER FOR LANGUAGE EDUCATION
HEBREW

The write-in student response to the 4 survey questions “What are the best aspects of this course?” “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.384.215.01
Second Year Hebrew
Zvi Cohen

Overall quality of this course: 4.75

This review has 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CENTER FOR LANGUAGE EDUCATION
HINDI

The write-in student response to the 4 survey questions “What are the best aspects of this course?” “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.381.101.01-02
Beginning Hindi 1
Uma Saini

Overall quality of this course: 4.76

The best aspects of this course are the intimate class size and great professor. The worst aspects of this course are the unorganized assignments and the amount of scheduled class time. Since there is limited class time, students do not get to practice in class as much as they would prefer. Students say that more structured class time and a clearer syllabus would improve this class. Future students should do all home works and assignments even if they are not collected.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CENTER FOR LANGUAGE EDUCATION
JAPANESE

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.378.115.01-03

First Year Japanese

Makiko Nakao, Mayumi Johnson

Overall quality of the class: 4.56

Students found this class interesting, interactive, and well-structured. They said that the professors were effective, clear, and cheerful. Some students found the pace of the course very fast and said that the homework and quizzes were on the heavy side. Most students did not see any need for improvements other than possibly exploring the Japanese culture while studying the language. Future students should know that this class takes up a lot of time and is fast-paced; therefore, it is very important to keep up with the workload and practice every day.

AS.378.215.01-02

Second Year Japanese

Mayumi Johnson, Satoko Katagiri

Overall quality of the class: 4.55

Students enjoyed the ample opportunities of oral practice which actually improved their speaking ability; however, some felt the workload and memorization was overwhelming. Ways to improve the class would be to engage more students and make the speaking classes more dynamic. Future students should now it is important to have a previous background in Japanese and that the course requires a large time commitment.

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AS.378.315.01

Third Year Japanese
Satoko Katagiri

Overall quality of the class: 3.58

Students found the course well-structured and the professor a knowledgeable instructor; however, they said that she showed favoritism to certain students and was not as available and approachable as they would have liked. Ways to improve the class include having the teacher take more control of the class dynamics (some students would continually talk) and being more supportive of students who are struggling. Students also found the instructor strict and inflexible. Future students should be prepared to commit a lot of time studying and practicing.

AS.378.396.01

Fundamentals of Japanese Grammar
Mayumi Johnson

Overall quality of the class: 4.07

Students found the instructor enthusiastic, accessible, and genuinely interested in her student's success. They said that this class was an in-depth exploration of Japanese grammar and was therefore, a great supplement to the year-long Japanese courses. Students said that the workload and homework is heavy for a 2-credit course. Suggestions for improving the course include taking a break during class, reducing the assignment and project length. Future students should pay close attention during lecture and be willing to devote a lot of time to studying and practicing the material presented during class. Also, students found the textbook to be a great resource.

AS.378.415.01

Fourth Year Japanese
Makiko Nakao

Overall quality of the class: 4.67

Students found the instructor engaging and the course fun and informative. They said that the in-class discussions were effective in helping student practice their conversational Japanese. Students found the workload is overwhelming especially during the beginning of the term and they said they would like more speaking practice. Future students should know that this is an enjoyable class but you need to be prepared to work hard.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CENTER FOR LANGUAGE EDUCATION
KOREAN

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.380.101.01
First Year Korean
Choonwon Kang

Overall quality of the course: 3.94

Summary:

Students felt that the best aspects of the course were the teacher as well as the introductory nature of the class. Students enjoyed being exposed to basic Korean culture, in addition to fundamental grammatical and linguistic skills. Students did not enjoy the overwhelming amount of vocabulary and the fast pace. Students felt that there was too much material crammed into too little time. Suggestions for improvement include breaking up the lessons into more exams, as opposed to having one exam per lesson. Future students should be prepared to do a lot of memorization, and they should be aware that the teacher uses vocabulary from the textbooks that are not covered in the class on the exams.

AS.380.201.01
Second Year Korean
Choonwon Kang

Overall quality of the course: 4.77

Summary:

Students felt that the best aspects of the course were the teacher’s willingness to help the students as well as the interactive classroom dynamic. However, students felt that the worst aspects of the course were the repetitive nature of the work as well as the discrepancy

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between the students' fluency—a majority of the students were native speakers. Suggestions for improvement include incorporating more of the Korean culture as well as including more reading assignments. Future students should know that the workload is fair, but students should have a general understanding of how to read and write Korean before enrolling in this course.

AS.380.301.01

Third Year Korean

Choonwon Kang

Overall quality of the course: 4.82

Summary:

Students felt that the best aspects of the course included the teacher as well as the interactive dynamics of the class. Students also enjoyed learning about Korean culture and language. However, students felt that the worst aspects of the course were the attendance requirement as well as the discrepancy between native and non-native speakers. Non-native speaking students felt there was an unfair advantage for native speaking students. Suggestions for improvement include more speaking exercises, more exam preparation, and making the transition from second and third level smoother. Future students should know that the teacher is fair and understanding, but the course may be difficult for students who do not speak Korean fluently.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CENTER FOR LANGUAGE EDUCATION
RUSSIAN

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.377.131.01
Elements of Russian I
Olya Samilenko

Overall quality of this course: 4.83

Summary:

The best aspects of this course included its ability to provide an excellent basic introduction to the Russian language, the small class size, the emphasis on conversation, and the personable and engaging instructor. Some students felt that the class moved very quickly and that there are a lot of tests and evaluations, especially for an introductory course. Suggestions for improvement include emphasis on pronunciation and speaking practice. Prospective students are told that the course is challenging but that they will receive a very good basis in the Russian language.

AS.377.208.01
Introduction to Intermediate Russian
Annalisa Czeczulin

Overall quality of this course: 4.14

Summary:

The best aspects of this course included a practical focus on Russian grammar, speaking, and writing, a kind and informative instructor, and lively group discussion. Some students felt that

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there should have been more focus on speaking in Russian. Some students thought that the attitude of the class was too casual and that they lost time on digressions during class time. Suggestions for improvement include more oral practice in the class. Prospective students should know that the class requires a lot of self teaching and that everything is turned in at 9 am the day of the due date.

AS.377.211.01

Introduction to Russian Literature I

Olya Samilenko

Overall quality of this course: 4.4

This course had five or fewer comments.

AS.377.395.01

Seminar I: Sinners and Saints

Olya Samilenko

Overall quality of this course: 4.67

Summary:

The best aspects of this course included lively in-class discussion, a helpful instructor, and well chosen readings. Some students felt that the amount of reading was too demanding.

Suggestions for improvement included slightly more time to do readings and to distribute the workload more evenly throughout the semester. Prospective students should be aware that the class is demanding in terms of work, but it is very enjoyable and has a wonderful instructor.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CHEMICAL AND BIOMOLECULAR ENGINEERING

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.540.101.01
Chemical Engineering Today
Lise Dahuron

Overall quality of this course: 3.71

Summary:

The best aspect of this course is the multiple guest speakers who come to class to present on various subjects so students can learn about possible careers and the applicability of their major. Students also learn how to write a proper resume. The worst aspect of this course is the repetitive nature of some of the lectures. Students really recommend this course. Future students should know that there is not a large time commitment outside of class.

EN.540.202.01-02
Intro Chem & Bio Process
Jeffrey Gray

Overall quality of this course: 4.14

Summary:

The best aspect of this course is the great, engaging professor. Students felt that there were clear expectations for assignments and tests, but there was a tough grading system and workload. The worst aspect is the pilot and the emphasis on group work. Future students should know that the course isn't curved.

CHEMICAL AND BIOMOLECULAR ENGINEERING

EN.540.203.01

Engineering Thermodynamics

Michael Bevan

Overall quality of this course: 3.46

Summary:

The best aspect of this course is that the professor was willing to work with students if they were struggling. The worst aspect of the course is the unhelpful lectures and the difficult concepts. Students felt that the professor was a fair grader and the homework assignments were helpful in preparing for the tests. Future students should know that there is a lot of independent work and studying.

EN.540.204.01

Applies Physical Chemistry

David Gracias

Overall quality of this course: 3.54

Summary:

The best aspect of this course is the engaging professor. Students felt the lectures were very interesting and the sections were helpful for preparing for the exam. The worst aspect was the harsh grading and challenging material. Future students should know that it is very important to keep up with the practice problems.

EN.540.304.01

Transport Phenomena II

Zachary Gagnon

Overall quality of the class: 4.2

Summary:

The students commented that the professor was approachable, friendly, passionate, and clear about objectives. They said the exam practice problems and the posting of lecture notes online was very helpful. The instructor answered questions thoroughly and made himself available for any additional help students needed. They did however, say that sometimes the professor is a little disorganized causing him to make math errors on the board in class. To improve the course, students suggested more organization and a more thorough explanation on the math concepts. Future students should study the homework assignments and practice problems for the exams. Also, students said the class is very math-oriented and students should have knowledge of Transport I, multivariable calculus and differential equations, and a strong understanding of physics.

CHEMICAL AND BIOMOLECULAR ENGINEERING

EN.540.305.01

Modeling and Statistical Analysis of Data for Chemical and Biomolecular Eng

Dilipkumar Asthagiri

Overall quality of the class: 2.89

Summary:

Students liked the usefulness and real-world application of the material covered. They found the professor passionate and genuinely concerned that students actually understand the material. They said the worst aspect of the course was that the professor assumed a certain level of knowledge and when students did not meet that level, the professor became frustrated, condescending, and impatient. Some students said that the professor's teaching style was not effective. They also said the pace of the lectures were often too fast. To improve the class, students suggested adding a pre-requisite to the course. They also suggested the instructor create a more positive environment that is conducive to learning. Future students should know that the course is challenging and stressful and that many of the assignments require knowledge of programming, statistics, and Matlab.

EN.540.311.01

Chemical Eng Lab I

Lise Dahuron, Sharon Gerecht

Overall quality of the class: 4.71

Summary:

Students said the strength of the course was the hand-on application of course material. Students enjoyed working together on a team and liked that they were able to redo reports. The worst aspects of the course were the many hours spent sitting in the lab and writing lab reports. Students also said the grading criteria for reports were not clear. To improve the class, students suggested a more even distribution of the workload and timelier feedback on lab reports. Future student should be prepared when conducting an experiment in the lab. They should not waste experiment time on trying to figure out what needs to be done.

EN.540.311.02

Chemical Eng Lab I

Lise Dahuron

Overall quality of the class: 4.33

This class had 5 or fewer comments.

CHEMICAL AND BIOMOLECULAR ENGINEERING

EN.540.313.01

Chemical and Biomolecular Engineering Lab

Lise Dahuron, Marc Ostermeier, Sharon Gerecht

Overall quality of the class: 4.38

Summary:

Students said the best aspect of this course was the real-world practical application of theories learned. The group work provided a great team building atmosphere yet students were also given the freedom to work individually. The worst aspect of the course is the time constraints. It is challenging to schedule time for all group members to meet to write lab reports and some of the labs are very long. To improve the course, students suggested more feedback from the instructors and clearer expectations for the reports. Future students should know that the workload is heavy and the lab manuals are not specific. Also, it is very important to choose your group members wisely – having a good group is essential.

EN.540.313.02

Chemical and Biomolecular Engineering Lab

Marc Ostermeier, Sai Prakash

Overall quality of the class: 4.25

Summary:

The students enjoyed the hands-on nature of the class. It allowed students to put a physical understanding to the theoretical knowledge they gained during undergraduate courses; however, they also said that there was a lack of feedback. To improve the course, students suggested more guidance and information on the labs. They also said a meeting with both the writing and ChemBE professors present at the same time would be helpful since their opposing views sometimes made it difficult to write a single report. Future students should know that the work load is very heavy and there is a lot of self-taught learning in the course.

EN.540.313.03

Chemical and Biomolecular Engineering Lab

Lise Dahuron, Sharon Gerecht, Sai Prakash

Overall quality of the class: 4.15

Summary:

Students liked the hands-on application of material learned throughout one's undergraduate career. The course also provides the student with opportunities to improve their lab writing skills; however, they did say that sometimes the ChemBE professor and the writing professor

CHEMICAL AND BIOMOLECULAR ENGINEERING

gave conflicting guidance. This caused students to be confused since they were not sure which guidance to follow. To improve the course, students suggested more guidance and constructive feedback. They also suggest a mini-lab day before the actual lab to allow students to become familiar with the lab and equipment. Future students should know this class requires a large time commitment. It is important to start early and work constantly. Students also said it is very important to pick reliable, hard-working group members.

EN.540.402.01

Cellular and Molecular Biotechnology

Michael Betenbaugh

Overall quality of the class: 4.25

Summary:

This class had 5 or fewer comments.

EN.540.409.01-04

Modeling Dynamic/Control

Sai Prakash

Overall quality of the class: 3.52

Summary:

Students said the best aspect of this course was the useful, practical nature of what was learned. They said they learned valuable career skills. Students found the homework problems useful. The worst aspect of the course was that the lectures came straight out of the textbook; therefore, some students did not attend class. They said the professor's teaching style was ineffective and that he often ended his class late. Students said the homework problems were sometimes repetitive, difficult, and time consuming. To improve the class, students suggested that the professor spend lecture time supplementing the information contained in the book with more examples instead of reading directly from the book. Future students should know that there is a lot of MATLAB and Simulink programming. Also, it is essential to have knowledge of differential equations and it helps to have taken the Kinetics course.

EN.540.415.01

Interfacial Science with Applications to Nanoscale Systems

Joelle Frechette

CHEMICAL AND BIOMOLECULAR ENGINEERING

Overall quality of the class: 4.0

This class had 5 or fewer comments.

EN.540.418.01

Projects in the design of a chemical Car

Brian Weitzner, Joelle Frechette

Overall quality of the class: 5.0

Summary:

Students this hands-on class let them creatively develop and design a project; however, they said it was a very time-consuming class. To improve the course, students suggested having a designated lab and meeting time for the team. Also students said an overview of how cars and circuits work would have been helpful. Future students should know that this is a fun class but they will spend a lot of time outside of class researching, building, and testing their project.

EN.540.428.01

Supramolecular Materials and Nanomedicine

Honggang Cui

Overall quality of the class: 4.38

This class had 5 or fewer comments.

EN.540.443.01

Topics in Vascular Engineering

Sharon Gerecht

Overall quality of the class: 4.67

This class had 5 or fewer comments.

EN.540.449.01

Logic and Decision-making in Biomolecular Systems

Rebecca Schulman

Overall quality of the class: 5.0

This class had 5 or fewer comments.

CHEMICAL AND BIOMOLECULAR ENGINEERING

EN.540.459.01

Bioengineering in Regenerative Medicine

Sharon Gerecht

Overall quality of the class: 3.9

Summary

Students commented that the best part of the course was the wide variety of topics and guest lecturers that provided them with an abundance of cutting-edge information and research. The worst aspect of the course was the student presentations. They were often times hard to understand and follow. Students also did not like the online multiple choice format of the exams (unable to go back to a previous question) and said there were a number of trick questions. To improve the class, students suggested the professor take a more active role in teaching the class (i.e., final review from professor for all of the student presentations) and fewer student led presentations. Future students should know that a background in cell biology and biochemistry are helpful.

EN.540.490.01-02

Chem Laboratory Safety

Lise Dahuron

Overall quality of the class: 3.6

Summary:

The students found the case study approach an effective method for teaching this type of course. They said the professor was engaging and interesting. They also commented that the topic was very important and the lessons resonated with them; however, some students found that each of the 3 classes was too long and became boring. To improve the course, students suggested having fewer classes or making each of the 3 classes shorter. Students also suggested starting the course at the beginning of the semester instead of the middle. Future students should know that attendance is mandatory and they should pay close attention to the instructor.

EN.540.602.01

Cellular & Molecular Biotechnology

Michael Betenbaugh

Overall quality of the class: 4.26

Summary:

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Students said the class was very interesting and effectively taught. They found the professor funny and extremely lively; however, they did comment that sometimes the professor is unable to clearly explain concepts and can be disorganized. To improve the course, students suggested having more in-class examples, better course organization, a useful book, and more timely feedback. Future students should know that it is helpful to have some biochemistry (biochemical pathways, cell biology), calculus, and kinetics background.

EN.540.615.01

Interfacial Science with Applications to Nanoscale Systems

Joelle Frechette

Overall quality of the class: 4.47

Summary:

Students commented that the class was effectively taught, well-organized; however, they did say that there were too many equations which caused students to get confused. They said that the material was dense and that there was a lot of material to learn in a short time. To improve the course, students suggested having a single textbook or improving the text resources, and having office hours for the TA and/or professor. Future students should have knowledge of physics, math, thermodynamics, physical chemistry, calculus, and electrostatics. Students said the material is challenging and they should be prepared to work hard.

EN.540.628.01

Supramolecular Materials and Nanomedicine

Honggang Cui

Overall quality of the class: 4.24

Summary:

Students found the lectures in-depth, thorough, interesting, and very relevant. They said the course was effectively taught and that the professor was very responsive to student questions and emails. He was genuinely concerned that the students learn and understand the information. The worst aspect of the course however was the exam structure. Students found the multiple choice questions very difficult and not representative of a student's grasp of the material. Other students said the pace of the course was too fast. To improve the course, students suggested better course organization and clearer explanation of the concepts. They also suggested making the slides available prior to lecture since the class moves so quickly. Future students should have knowledge of polymer chemistry and biochemistry/cell biology.

EN.540.630.01-02

CHEMICAL AND BIOMOLECULAR ENGINEERING

Thermodynamics & Statistical Mechanics

Dilipkumar Asthagiri

Overall quality of the class: 4.65

Summary:

Students said they learned a lot in this challenging and well-taught course. It was interesting and provided a good foundation of thermodynamics. Students said the worst aspect of the course was the lack of a syllabus, some disorganization in structure (professor sometimes lost focus in lecture and would go off on a tangent), and difficult subject material. To improve the class, students would like to have a syllabus that lists due dates and a slower pace in the beginning of the course. Future students should know that the material is challenging. Also, having skills in basic thermodynamics, physics, chemistry, statistics, and math is needed.

EN.540.647.01

Advanced Problems in Fluid Mechanics

German Drazer

Overall quality of the class: 4

This class had 5 or fewer comments.

EN.540.649.01

Logic and Decision-making in Biomolecular Systems

Rebecca Schulman

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.540.652.01

Fund Biotransport Phenom

German Drazer

Overall quality of the class: 4.28

Summary:

The students found the professor very thorough, enthusiastic, clear, and easy to understand. They said the material was interesting and the class was well-organized. Students said the worst

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aspect of the course was the lack of a syllabus and a pace that was too slow for some students. To improve the class, students suggested having more problems, examples, and handouts. Also, students would like the professor to review the solutions on homework and tests in more depth. Future students should have some background in transport phenomenon ((unsteady state flow/diffusion/nondimensionalization), calculus, vector algebra, partial differential equations, linear algebra

EN.540.659.01

Bioengineering in Regenerative Medicine

Sharon Gerecht

Overall quality of the class: 3.88

Summary:

Students said the best aspect of the course was learning about the current topics in stem cell research from a world class researcher in the field. The worst aspect of the course was that the disparity in what was stated during lecture and the answers on exam questions. Other students did not like the Ethics portion of the course. To improve the course, students suggested more feedback on work, receiving grades throughout the semester, posting lecture slides promptly, and exams that are less vague and more objective. Future students should that the grading is fair but exam questions are tricky.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CHEMISTRY

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 3-Fair
- 4-Good
- 5-Excellent

AS.030.101.01
Introductory Chemistry I
Douglas Poland

Overall quality of this course: 3.90

Summary:

The best aspects of this course included a knowledgeable and well-spoken professor who provided clear lecture notes each class. Students liked that there was no collected or graded assignments and particularly enjoyed the fact that the class emphasized understanding over memorization. That being said, many found that there were not enough practice problems presented in class. They found themselves struggling to find out what would be on the exams, as lecture material did not necessarily follow material taught in textbook. They too felt that the large lecture style class made getting to know the professor rather difficult. Suggestions for improvement included incorporating a TA Chemistry section where practice problems would be presented and discussed each week and making the homework count towards the final grade. Each of these suggestions would help prepare students for exams and give them an idea of what to expect. Future students should be aware that while previous knowledge of chemistry is not required, it would greatly help one understand the material taught in class. They are also encouraged to attend lecture, as the material tested on exams comes from the lectures more than the textbook.

AS.030.101.02
Introductory Chemistry I
D Fairbrother

CHEMISTRY

Overall quality of this course: 3.41

Summary:

Students liked the immediate feedback that the OWL system provided, as it helped teach them how to do the problems through examples. They too found that the lecture material was presented on easily digestible power-point slides and felt that the teacher was rather engaging. This being said, students commented on the fact that exams were often rushed and very difficult to finish in the allotted time. They disliked how the lecture material was purely theoretical; students had to learn how to apply the theory on their own time. They too felt that the homework problems did not adequately prepare them for exams. Suggestions for improvement included having the professor teach both theory and application, as to help prepare students for exams. Also, students felt a smaller class size would have significantly helped them grasp the material, as they would have been able to interact with the professor on a more personal level. Some believed a PILOT program would be beneficial and appeal to many students. Future students should be aware that exams require preparation. They are encouraged to read the textbook regularly and are advised to keep up as the class tends to move quickly through material.

AS.030.105.01-07

Intro Chemistry Lab I

Louis Pasternack

Overall quality of this course: 3.59

Summary:

The best aspect of this course included hands-on laboratory experiments which helped add depth to concepts covered in lecture, a great learning environment with provided students the opportunity to collaborate with other students and timely and thoroughly graded assignments. Many students found that for a one credit course, the workload was rather heavy, but did not have much else to comment negatively on. As a result suggestions for improvement included increasing the amount of credits that the class is worth. Some students suggested presented expectations of lab write-ups prior to handing in the first assignment. Future students are encouraged to read the pre-lab thoroughly before each lab period, as it will help complete the lab in a timely and effective fashion.

AS.030.205.01

Organic Chemistry I

Marc Greenberg

Overall quality of this course: 3.93

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Summary:

The best aspects of this course included intellectually stimulating material that was presented very clearly and in a manner that catered to a mechanistic understanding of chemistry over pure memorization. Students enjoyed the fact that class participation was encouraged and found lectures to be very helpful. Some found the course to be too fast paced and commented on the fact that the final grade is based only upon three exams. They too noted a lack of feedback. Students unanimously felt that the class should include more graded assignments (homework or quizzes), as to help distribute the weight of one's final grade across multiple assignments rather than simply three exams. Future students should be aware that the course is generally thought to be extremely faced past. There is no graded homework, but students are encouraged to read the textbook regularly.

AS.030.205.02

Organic Chemistry I

Christopher Falzone

Overall quality of this course: 3.85

Summary:

Students found the best aspects of this course to be the teaching assistants, which were reportedly extremely helpful. Students appreciated the fact that the lectures tended to follow the material provided in the textbook and liked the fact that the course was intellectually challenging. They also found that ample practice exams were available for them to use and study from. This all being said, students generally found the heavy workload to be somewhat over bearing. They found that the material was often hard to keep up with and some students felt that the lack of assigned homework hurt them in the long run. They too did not like the large emphasis on 'self-teaching'. Suggestions for improvement included assigning homework and the factoring that into the final grade. Some suggested changing the scheduling from a MTW to a MWF. Future students should be aware that this class is a lot of work, but students having taken the class already found it to be well structured and taught effectively. They encourage new comers to read the textbook and are cautioned that the class gets progressively more difficult as time passes.

AS.030.225.01-05

Introductory Organic Chemistry Lab

Jane Greco

Overall quality of this course: 3.93

Summary:

The best aspects of this course included the fact that there were no lab write-ups. Students found the assignments to be graded fairly and thought the labs were

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interesting. They too found the online lectures and pre-labs to be extremely helpful in preparing them for the lab experiments, and enjoyed the opportunity for hands-on experience. Some students found the practical exam to be a poor demonstration of their understanding of the material and were upset by the lack of feedback they received through the semester. Suggestions for improvement included providing more frequent / longer office hours and developing a better way of monitoring the student's progress during the practical exam, as to ensure that he or she is moving along accordingly. Future students should be aware that the grading is reasonable and generally fair and are encouraged to learn and understand the laboratory experiments prior to going to lab section each week. Students who invest time and effort in the class will get a lot of out the class.

AS.030.301.01

Physical Chemistry I

David Draper

Overall quality of this course: 4.27

Summary:

The best aspects of this course included notes that corresponded to the lectures and were regularly posted online, a professor who was very successful at illustrating the logic behind the mathematics presented during class, and a textbook, which was found to greatly help students understand the material. Some students disliked how the homework assignments tended to deviate from the material taught in class and as a result, found them to be tedious and often difficult. Suggestions for improvement included adding section meetings where TAs would reinforce and review ideas taught in class. Future students should be aware that while the course is at times challenging, lectures and readings significantly help prepare students for what most considered fair exams.

AS.030.305.01-02

Physical Chemistry Instrumental Lab I

Arthur Bragg

Overall quality of this course: 3.19

Summary:

Students found the best aspect of this course to be the lab experiments as they were interesting and engaging. They too found that the lectures covered important and relevant information. All students felt that for the credits the class is worth, there was an unreasonable amount of work expected of them. They also disliked the lack of feedback and the different expectations of each TA. Students found that the heavy workload actually hindered their ability to learn the material and as a result suggested decreasing the number of lab reports expected of them. They also would have liked to

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see more standardization in the grading of the lab reports. Students should be prepared to put a lot of time into this class and are cautioned that many found the course to be extremely challenging.

AS.030.356.01-.02
Advanced Inorganic Lab
Justine Roth

Overall quality of this course: 2.79

This course had five or fewer comments.

AS.030.449.01
Chemistry of Inorganic Compounds
Tyrel Mcqueen

Overall quality of this course: 4.05

Summary:

The best aspects of this course included the professor's enthusiasm and lectures that were well organized and well taught. Students enjoyed that the class provided a broad overview of inorganic chemistry. Some students commented on the lack of feedback on homework assignments and felt that exams did not seem to reflect the concepts taught or learned in class. Suggestions for improvement included changing either the exams to better mirror the lecture notes, or better prepare students for the material they are expected to know. Future students should be aware that homework counts as a majority on one's grade and the tests can be tricky.

AS.030.452.01
Materials & Surface
D Fairbrother

Overall quality of this course: 3.94

Summary:

The best aspects of this course included an effective lecturer, light workload, and a lack of midterms or finals. That being said, students found the course to be rather repetitive, and disliked the fact that the class tended to skim over a lot of material rather than go in depth. As a result, they found it to be not terribly simulative. Suggestions included providing a more in-depth analysis of techniques currently being used in areas of research. Some also suggested that assigned homework should better align with lectures. Future students should be aware that homework is often directly from lecture notes and students are expected to give a final presentation on a paper at the conclusion of the semester.

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AS.030.625.01

Advanced Mechanistic Organic Chemistry I

John Tovar

Overall quality of this course: 4.00

Summary:

The best aspects of this course included interesting and novel material. Students found themselves to be intellectually stimulated and felt like they learned a lot and found the concepts to be applicable in many areas of research. Some students felt that the fast pace of the class prevented the professor from truly explaining important concepts. They too did not like how the required text only covered half of the material discussed in lecture. Suggestions for improvement included assigning more problem sets as to help students review material for upcoming exams. Future students should be aware that a strong understanding of organic and physical chemistry is expected. The class covers the ‘why’ in chemistry rather than the ‘what’, which is discussed in most undergraduate chemistry courses.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CIVIL ENGINEERING

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.560.201.01-06
Statics and Strength of Materials
Lori Graham-Brady

Overall quality of this course: 4.57

The best aspects of the course included a professor who was very helpful and presented the material clearly. Students also felt that the homework and in class examples adequately prepared them for exams. Students felt that having homework due every week even when there was a test was inconvenient. Some students felt that there was not enough communication about the labs. Suggestions for improving the course included providing better lab instructions and clearer guidelines for how the labs were to be graded. Future students should be aware that the homework is very reflective of the exams and that the homework takes a long time to complete.

EN.560.220.01
Civil Engineering Analysis
Judith Mitrani-Reiser

Overall quality of this course: 4.43

The best aspects of this course included the opportunity to learn MATLAB, which students thought to be extremely useful. The professor was very helpful and there were many in class examples, which was good for learning. Some students felt that the homework regarding MATLAB was not the level of material covered in class. Suggestions for improving the course included introducing MATLAB earlier in the semester and learning the analytical solutions to problems in addition to the numerical solutions.

CIVIL ENGINEERING

Future students should be aware that this class involves computer programming and that prior knowledge in math is necessary to do well.

EN.560.305.01

Soil Mechanics

Annalingam Anandarajah

Overall quality of this course: 3.93

The best aspects of this course included labs that reinforced material that was taught in lecture. The professor's lectures were very useful in helping students learn. Students felt that the textbook was not useful in the course of the class. Suggestions for improving the course included having a better textbook and having the lectures coincide with material covered in the textbook. Future students should be aware that the textbook is not necessary to learn the material, but that lectures are extremely important.

EN.560.320.01

Steel Structures

Rachel Sangree

Overall quality of this course: 4.79

The best aspects of this course included a professor that was very helpful and gave very clear lectures. Students also felt that the homework was very useful. Some students felt that the homework took a long time to complete. Suggestions for improving the course included covering more material and having more practice problems during the lectures. Future students should be aware that the homework is necessary for understanding the material covered in class.

EN.560.349.01

Civil Engineering Design I

Niklas Vigener; Charles Russo

Overall quality of this course: 4.29

The best aspects of this course included informative, efficient lectures. The professor is a practicing engineer, which allowed students to learn practical skills used in the workplace. Some students felt that the lack of feedback regarding homework made it difficult to learn from their mistakes. Students also felt that there was not enough time allotted for the final project. Suggestions for improving the course included having more feedback and structure on the homework assignments and more guidance on the final project. Future students should be aware that the course requires a lot of work and to start the final project early in the semester.

EN.560.440.01

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Applied Finite Element Methods **Narutoshi Nakata**

Overall quality of this course: 4.14

The best aspects of this course included well-taught lectures and the homework assignments, which reinforced the material taught in class. However, some students felt that the homework assignments were difficult for those without prior MATLAB experience. Other students felt that the textbook for the class was not useful. Suggestions for improving the course included incorporating computer programming more slowly into the curriculum, solving problems in class that were similar to those in the homework, and having a final or a larger final project. Future students should be aware that taking Structural Analysis may make the class easier.

EN.560.445.01 **Advanced Structural Analysis** **James Guest**

Overall quality of this course: 4.60

The best aspects of this course included a professor who taught the material very clearly. The course also covers programming (such as STAAD) very effectively. Some students felt that homework assignments were too long. They also felt that the course did not adequately teach MATLAB. Suggestions for improving the course included spending more time teaching MATLAB, or making MATLAB a prerequisite for the course. Students also felt that having more time for homework assignments would improve the course. Future students should be aware that a background in MATLAB is important for doing well in the course.

EN.560.702.01 **Modeling Complex Systems Colloquium** **Lori Graham-Brady**

Overall quality of this course: 4.30

This class had 5 or fewer comments.

EN.560.729.01 **Structural Mechanics** **Annalingam Anandarajah**

Overall quality of this course: 4.10

The best aspects of the course included the comprehensive lectures and the homework assignments, which helped in understanding the material taught in class. The professor had very clear lectures and provided many helpful examples of the material in class. Some students

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felt that the lack of solutions for homework assignments and in class examples prevented them from learning. Others felt that the test questions were more difficult than they expected. Suggestions for improving the course included making solutions for the homework assignments accessible to students. Future students should be aware that a background in strength of materials is necessary to do well in the course.

EN.560.730.01

Finite Element Methods

Somnath Ghosh

Overall quality of this course: 4.10

The best aspects of this course included lectures and class discussions that were thought-provoking. The homework assignments helped students learn the material. Some students felt that the professor assumed that the students knew material when they did not and the professor did not provide adequate answers to student questions. Some students felt that the material taught was sometimes confusing while others felt it was too easy. Suggestions for improving the course included having more examples in class and spending less class time on derivations. Future students should have a strong background in coding, differential equations, multivariable calculus, linear algebra, and finite element methods to do well in the course.

EN.560.761.01

Cold-Formed Steel Structures

Benjamin Schafer

Overall quality of this course: 4.27

The best aspects of this course included a professor that was interesting and that taught the material well. The projects also helped the students learn the material more effectively. Some students felt that some topics could have been reviewed in more depth and that homework was returned to the students too late. Suggestions for improving the course included handing back the homework earlier and having more journal articles included in the course. Future students should be aware that a background in structural analysis is assumed and that the course is good for students interested in design.

EN.560.771.01

Systems Modeling and Simulation

Takeru Igusa

Overall quality of this course: 3.91

The best aspect of this course included the hands on learning of software which had applications in simulations and modeling. Students also liked the flexibility of the projects and felt the lectures were well taught. Students felt that the course focused on too many topics and

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did not include enough detail on each topic. Some students felt that the examples and problem sets were too general. Suggestions for improving the course included having more homework to practice the concepts learned in class and having more time and mathematical discussion of topics in class. Future students should be aware that a background in programming and statistics is helpful, and they should have ideas for simulations and models for the homework assignments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
CLASSICS

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.040.105.01.FA11
Elementary Ancient Greek
Robert Webber

Overall quality of this course: 4.64

Summary:

The best aspects of the course included an instructor who was available to help students, both in in-class review sessions and individually. The small class size provided an atmosphere that encouraged learning, and the weekly quizzes helped students keep track of how much they had learned. Students felt that the class should have been offered at a later time than 9 a.m. Some students felt that the class moved at too fast of a pace and that they would have preferred a less tedious textbook. Suggestions for improvement included having the class scheduled later in the day, choosing a different textbook, and slowing the pace of the course down by spending more time on difficult chapters. Future students should know that there is a lot of memorization, and the course will be easier if students have a background in Latin.

AS.040.107.01
Elementary Latin
Elisabeth Schwinge

Overall quality of this course: 4.67

Summary:

CLASSICS

The best aspects of this course included a knowledgeable instructor who was able to both teach the material efficiently and make it more interesting for the students. The small class size allowed for students to receive more individual attention. Students felt that the textbook was hard to understand. Suggestions for improving the class included organizing the notes more efficiently on the board, and assigning longer texts to read. Future students should be aware that the course requires a lot of memorization and that there are quizzes almost every week.

AS.040.107.02

Elementary Latin

Danilo Piana

Overall quality of this course: 4.56

Summary:

The best aspects of this course included an instructor who was available to answer questions and who was interested in the success of his students. The homework and quizzes helped students learn the material and track their progress in the course. Students felt that the textbook was poorly organized and that the homework was tedious and took too long to complete. Suggestions for improving the class included changing the textbook and structuring the homework better. Future students should know that the class has a heavy workload and they will need to do a lot of memorization.

AS.040.11.01

Ancient Greek Civilization: Society, Archaeology, Literature, Philosophy

Dimitrios Yatromanolakis

Overall quality of this course: 4.64

Summary:

The best aspects of this course included the discussions, which were both helpful in understanding the readings and complemented the instructor's lectures. Students felt that attendance and class participation were weighted too heavily in their final grades, although some students felt that there was not enough participation in section. Students also felt that the class period was too long and that there was too much reading. Suggestions for improving the course included breaking up the class into three 50-minute periods and having the instructor include Power Points with every lecture. Future students should be aware that the workload is very manageable, and that the class requires a lot of student input.

AS.040.137.01

Archaeology at the Crossroads: The Ancient Eastern Mediterranean

Emily Anderson

CLASSICS

Overall quality of this course: 4.9

Summary:

The best aspects of this course included a very knowledgeable instructor who was able to engage her students in the course material. Students were able to have hands-on experience working with objects from the Archaeology museum. Some students felt that the paper prompts lacked focus, and that there was a lot of technical reading required. Some suggestions for improvement included focusing on broader topics, shortening the readings and spending more time with their objects from the Archaeology museum. Future students should be aware that there are a lot of required readings.

AS.040.207.01

Intermediate Latin

Laura Garofalo

Overall quality of this course: 4.55

Summary:

The best aspects of the course included the instructor's enthusiasm and availability to help students by answering their questions and meeting them during office hours. Students felt that the worst aspects of the course included having to learn so much Latin vocabulary, and only focusing on translating one speech for the entire semester. Some suggestions for improvement included requiring more sight translations in class and spending the first week reviewing grammar. Prospective students should make sure that they have a strong background in Latin and know that they will have to do a large amount of memorization.

AS.040.308.01

Advanced Latin Poetry

Herica Valladares

Overall quality of this course: 4.3

Summary:

The best aspects of the course included the class discussions and going over the translations in class. Students felt that the worst aspects of the course included having too many people in the class, and having to do a large amount of homework and test preparation. Suggestions for improvement included having a smaller class size, more class discussion, and lighter homework and quiz preparation assignments. Prospective students should be aware that there is a large amount of translating, and that they should make sure they have time to do the assignments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
COGNITIVE SCIENCE

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- 3-Fair
- 4-Good
- 5-Excellent

AS.050.101.01

Cognition

Colin Wilson

Overall quality of this course: 3.9

Summary:

The best aspects of the course were the interesting material and the engaging professor. Students commented that the professor was very friendly and effective at presenting intellectually challenging material. Students felt that the required texts were difficult to understand and didn't seem necessary; also, the lectures sometimes became boring. Suggestions for improving the course centered on eliminating the textbooks or choosing better ones and avoiding reading directly off of the slideshow during lectures. Students interested in the course should know that exams are mostly multiple choice and short answer, best approached by studying the lecture slides. There is generally not a curve on exams.

AS.050.105.01

Introduction to Cognitive Neuropsychology

Michael McCloskey

Overall quality of this course: 4.47

Summary:

Students enjoyed the fact that case studies were used to demonstrate the material, especially when they involved the professor's original research. They felt that the professor was approachable and a great teacher. Students disliked tricky pop quizzes on the readings and the slow pace of grading and incompleteness of feedback. Students suggested that the course could be improved by posting lecture slides on Blackboard, and by giving more thorough feedback

COGNITIVE SCIENCE

and information about grade standing. Prospective students should know that there are pop quizzes almost every week, there is no textbook but there is a decent amount of reading, and that it is important to take excellent notes during lecture.

AS.050.204.01

Visual Cognition

Soojin Park

Overall quality of this course: 4.05

Summary:

The best aspects of this course were the focus on concepts rather than memorization, the fascinating nature of the material and the in-class demonstrations and examples. The weak aspects of the course included the language barrier between the professor and students and the excessively advanced readings. Suggestions for improvement included giving students more information about the exams both before and after they are given and emphasizing the most important information by cutting down on readings and making important points clearer during lecture. Prospective students should know that there is a lot of material to learn with a large amount of reading and difficult exams. There are also weekly reading quizzes.

AS.050.311.01

The Literate Mind and Brain

Brenda Rapp

Overall quality of the class: 4.67

Summary:

Students liked that the professor was so enthusiastic and invested in student progress and success, and found the material very interesting. The weaker aspects of the course were the long readings, and the occasional rushing through material to keep up with the syllabus. Suggestions for improvement were to pace the material better and lighten the reading load. Prospective students should be aware that there is a lot of reading, but surprisingly little writing. The professor will assume that all students have a background in cognitive science.

AS.050.317.01

Semantics I

Kyle Rawlins

Overall quality of the class: 3.57

Summary:

The best aspects of the course were working through examples together during class and that the students were constructing linguistic rules through reasoning. The worst aspects of the course were the confusing expectations and grading and the inattentiveness to different

COGNITIVE SCIENCE

student backgrounds. Suggestions for improvement included assigning shorter homework more frequently, giving students more concrete grading and feedback, and providing more general summaries of material instead of in-depth explorations of special examples. Students interested in the course should be aware that it is not recommended for humanities majors because it is highly technical; this course is much easier for computer science majors. Students should attend lecture and take notes since the textbook does not always cover all of the required information.

AS.050.321.01

Syntax II

Geraldine Legendre

Overall quality of this course: 5.0

There were five or fewer comments for this course.

AS.050.333.01

Psycholinguistics

Akira Omaki

Overall quality of this course: 3.5

Summary:

Students had a favorable view of the interesting material in this course and the opportunities to conduct lab research and read primary sources. Many students did not enjoy the length and frequency of the course meeting (once weekly for two and a half hours); students did not like how long it took for them to receive grades on assignments. Suggestions for improvement include offering the course as a writing-intensive credit and giving more detailed and timely feedback. Students interested in the course should know that there is a lot of writing but the grading system is fairly lenient.

AS.050.372.01

Formal Methods in Cognitive Science: Neural Networks

Paul Smolensky

Overall quality of this course: 3.57

Summary:

The best aspects of this course were the intellectual challenge and the rigorous way in which the usage of formal systems was developed to describe cognitive systems. The weaker aspects of the course were the lack of integration of mathematical topics with neural network topics and the frequent disorganization. Suggestions for improvement included refining the handouts to make important ideas salient and working through examples during lectures. Prospective students should know that while not required, a mathematics background is very helpful. The

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class is combined graduate and undergraduate, and undergrads will have several opportunities for extra credit.

AS.050.621.01

Syntax II

Geraldine Legendre

Overall quality of this course: 5.0

There were five or fewer comments for this course.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
COMPUTER SCIENCE

The Write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about his course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.600.104.01
Computer Ethics
Sheela Kosaraju

Overall quality of this course: 3.71

Summary:

The best aspects of this course were the discussion sections held every week. The students were able to lead discussions on various topics covered in the course. Some students felt that the discussion topics were ambiguous, which often led to discussions going off-topic. Some students also felt that the readings were assigned too late; students did not have enough time to complete the readings before class. Suggestions for improving the course included having more structured discussion sections and having an improved list of reading materials and more time to complete the reading. Future students should be aware that this is a discussion-based class and there is a final paper.

EN.600.105.01
M & Ms: Freshman Exp
Joanne Selinski

Overall quality of this course: 3.69

Summary:

The best aspects of the course included the opportunity for students to learn about many different aspects of computer science via guest speakers every week. The lectures were also very engaging, there was little homework, and students were given candy in every class. Some students felt that the lectures were not interactive or well-planned. Some students felt that some lecturers gave very technical talks, which were difficult to follow. Suggestions for

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improving the course included having more interactive lectures. Future students should be aware that attendance is important to the grade they will receive, and this course is a good introduction to computer science.

EN.600.107.01

Intro Programming-Java

Joanne Selinski

Overall quality of this course: 3.98

Summary:

The best aspects of the course included the ability for students to learn a lot about Java and how to program. The assignments helped students learn the material effectively and the TAs were also very helpful. Some students found it difficult to get the full attention of the TAs. Some students felt that lectures were not very helpful; they felt the professor covered basic topics too slowly and complicated topics too quickly. Suggestions for improving the course included making the lectures more topic-based rather than example-based and to have a TA section rather than a programming lab for extra guidance. Future students should be aware that the assignments take a long time to complete and that prior experience programming can be helpful but is not necessary to do well in the course.

EN.600.108.01-03

Intro Programming Lab

Joanne Selinski

Overall quality of this course: 4.38

Summary:

The best aspects of the course were the TAs, who were very helpful and extremely knowledgeable. The course also helped in understanding the content taught in lectures and the homework assignments. Some students felt the length of the labs were inconsistent, which made it difficult to know what to expect every week. Some students also felt the instructions given in class were difficult to understand and carry out. Suggestions for improving the course included having assignments with better instructions and sending out the lab assignments prior to the class so students would have time to prepare. Future students should be aware that the course is very helpful for students who have never programmed before.

EN.600.111.01

Python Scripting

Peter Froehlich

Overall quality of this course: 3.69

Summary:

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The best aspects of this course included the instructor, who was interesting and covered a wide variety of topics during lectures. The projects were very hands-on and helped students learn Python better. Some students felt the material was disorganized and there was little feedback on assignments, which made it difficult for them to improve. Some students also felt that the homework assignments were too difficult because they covered topics that were not discussed in class. Suggestions for improving the course included returning homework assignments back in a timely manner and teaching the material more slowly so that students could keep up. Future students should be aware that the course is a very good introduction to Python, but it requires a lot of time outside of class to fully learn the material.

EN.600.120.01-04
Intermediate Programming
Yair Amir

Overall quality of this course: 4.55

Summary:
The best aspects of the course included the professor and TAs, who were always willing to help students when they had problems with the coursework. Additionally, the material taught in the course was extremely useful. Some students felt the workload for the course was inconsistent. Lectures sometimes moved too quickly and did not have enough examples of the course material. Suggestions for improving the course included having guidelines or rubrics available for the assignments and projects and focusing more on specific aspects of C/C++ during lectures. Future students should be aware that experience in programming is necessary to do well in the course and to begin assignments early.

EN.600.211.01
Unix System Programming
Peter Froehlich

Overall quality of this course: 4.38

There were five or fewer comments for this course.

EN.600.226.01
Data Structures
Joanne Selinski

Overall quality of this course: 3.82

Summary:
The best aspects of the course included the course material, which was very useful for several other classes and was also interesting. Students also liked how the homework assignments reinforced concepts learned in class and improved their programming skills. Some students felt

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that the workload for the class was too large and that they were not given enough time to complete their assignments. Some students felt that the lectures were not helpful in learning the material and that they did not focus enough on the programming aspects of the material. Suggestions for improving the course included breaking up the assignments into smaller portions so students could focus on individual components and including a lab for the class. Future students should be aware that they should be familiar with Java and to start the assignments early.

EN.600.255.01-02

Introduction to Video Game Design

Peter Froehlich

Overall quality of this course: 4.14

Summary:

The best aspects of the course were the freedom to design a video game. Students were also able to work in a collaborative environment, which they felt was useful when applying for jobs. Some students felt that there was not enough time to finish their video games, and that not much material was taught during the course. Some students also felt that the teams were too large and there were some members who had little programming experience. Suggestions for improving the course included having more balanced teams or individual grades, and having multiple projects rather than one large project. Future students should be aware that there is a lot of work involved and to work with their group continuously throughout the semester to finish the project on time.

EN.600.256.01-04

Introduction to Video Game Design Lab

Peter Froehlich

Overall quality of this course: 4.05

Summary:

The best aspects of the course were that students were able to work with their group on their project during class. Some students felt that it improved their ability to work in groups. Some students felt that the class was not necessary and that there was little structure in the course. Some students felt that the assignments in the beginning of the course were very rigid. Suggestions for improving the course included having more help from the TAs and having some tutorials to better understand the concepts. Future students should be aware that the course is a great chance to work with their group for EN.600.255.

EN.600.306.01

Introduction to Speech

Ken Church

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Overall quality of this course: 3.22

Summary:

The best aspect of this course was the material, which many students found interesting. The professor also went over many topics in speech processing and reviewed topics that students had trouble with. Some students felt that the course was disorganized and that the homework assignments were too lengthy for a one-credit course. Some students felt that there was not enough instructor feedback on assignments. Suggestions for improving the course included having more feedback on assignments and making lesson plans more straightforward. Future students should be aware that some programming background is necessary for the course and students will learn many different parts of speech processing.

EN.600.315.01

Databases

David Yarowsky

Overall quality of this course: 3.00

Summary:

The best aspects of the course included the material, which was useful and interesting. The homework assignments helped students become comfortable with the course material and were very good practice. Some students felt that the lectures were dry and the professor was unresponsive to questions. Some students felt that it took too long for them to receive their graded assignments and exams. Suggestions for improving the course included having more engaging lectures and getting faster feedback on assignments and exams. Future students should be aware that the assignments are helpful in learning the material.

EN.600.320.01

Parallel Programming

Randal Burns

Overall quality of this course: 4.27

Summary:

The best aspects of this course included the lectures, which were well-taught and very interesting and informative. Some students felt that the homework assignments were confusing. Some students also felt that the set-up for homework assignments took longer than the actual assignments themselves. Suggestions for improving the course included having more documentation on the setup for homework assignments and having better ties between the material taught in class and the homework assignments. Future students should be aware that the work for the class is time consuming but interesting.

EN.600.321.01

Object Oriented Software Engineering

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Scott Smith

Overall quality of this course: 4.09

Summary:

The best aspects of this course included the final project, which was open ended and was a good way for students to learn about team work and long term programming. Some students felt that the lectures were ineffective and not very useful. Some students also felt that the individual assignments took time away from working on the long term project and did not help them learn the material. Suggestions for improving the course included making the lectures more interesting and relevant to the homework assignments. Future students should be aware that the majority of the work in the class is done with a group and that most of the learning is done independently.

EN.600.333.01

Computer System Fundamentals

Gerald Masson

Overall quality of this course: 1.85

Summary:

The best aspects of this course included the material, which was interesting, and the quizzes and exams, which were open book. Students felt that the course was not organized at all: there was no syllabus and students were not informed as to the due dates for assignments or how the course was to be evaluated. Some students felt that the professor did not teach the course effectively and were therefore unprepared to take the quizzes and exams. Suggestions for improving the course included creating a syllabus so the students are more informed of the structure of the course and changing the professor. Future students should be aware that there are many pop quizzes and that completing the optional final project will boost their grade in the course.

EN.600.336.01

Algorithms for Sensor-Based Robotics

Gregory Hager

Overall quality of this course: 3.80

There were five or fewer comments for this course.

EN.600.361.01

Computer Vision

Nicolas Padoy

Overall quality of this course: 3.30

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Summary:

The best aspects of the course included the material covered in class, which was interesting and practical. The homework assignments and projects helped students learn the material. Students felt that the lectures were difficult to follow. Some students felt that the homework assignments were very difficult to complete, and little guidance was given to them by the TA or the professor. Suggestions for improving the course included having slower paced lectures and more access to the TAs when help on the homework was needed. Future students should be aware that knowledge of linear algebra is helpful for doing well in the course. Most of the coding is done using MatLab, and that the course is a large time commitment.

EN.600.415.01

Databases

David Yarowsky

Overall quality of this course: 3.82

Summary:

The best aspects of this course included the ability for students to learn the material through the assignments. Additionally, the topic of the course was useful and interesting. Some students felt that the homework assignments were tedious and too long. Some students felt the professor was disorganized and the TAs and professor were unresponsive to student questions. Suggestions for improving the course included making the course more organized and the giving more guidance to students regarding the homework assignments. Future students should be aware that this is an informative course that some computer science background is recommended.

EN.600.420.01

Parallel Programming

Randal Burns

Overall quality of this course: 4.06

Summary:

The best aspects of the course included the lectures, which covered a variety of topics and were well-taught. Students felt the homework assignments were useful for reinforcing different parallel programming techniques. Some students felt that the wording of the assignments was ambiguous. The lectures were sometimes boring and did not cover material outside of that in the lecture slides. Suggestions for improving the course included providing documentation for some of the programs used and returning assignments faster so students could know what to change for the next one. Future students should be aware that this course is a good introductory course to parallel programming, and that it is assumed that students are fluent in Java, C++, and Perl.

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EN.600.421.01

Object Oriented Software Engineering

Scott Smith

Overall quality of this course: 4.31

Summary:

The best aspects of this course included the TA, who was both technically knowledgeable and personable. The projects were a good way to reinforce the material learned, and gave students creative freedom. Some students felt that the homework assignments were not useful and took time away from working on the projects and were graded harshly. Students also felt that the lectures were sometimes dry. Suggestions for improving the course included making lectures more engaging and changing some of the assignments to make them focus more on more important concepts learned in class. Future students should be aware that a background in Java is helpful for doing well, and to pick a project early.

EN.600.433.01

Computer Systems

Gerald Masson

Overall quality of this course: 2.50

There were five or fewer comments for this course.

EN.600.436.01

Algorithms for Sensor-Based Robotics

Gregory Hager

Overall quality of this course: 4.50

Summary:

The best aspects of the course included lectures and assignments that helped students with learning the concepts. The professor explained the concepts learned in class well. Students felt that there was not enough feedback on the homework assignments. Some students also felt that the class did not emphasize the fundamentals necessary for learning material in the course. Suggestions for improving the course included having more homework assignments for students to practice the concepts learned and a second TA. Future students should have a working knowledge of C++ and that the course is more of an introduction to algorithms and robotics, rather than a thorough course.

EN.600.442.01

Modern Cryptography

Christopher Pappacena

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Overall quality of this course: 4.54

Summary:

The best aspects of the course included the material, which provided students both with the fundamental mathematic and theoretical foundations to cryptography, and was interesting to learn. The lectures were also well-taught. Some students felt that the timing of the class was inconvenient and that class time was too long. Suggestions for improving the course included meeting twice a week rather than just once a week. Future students should be aware that this is a math-intensive course.

EN.600.443.01

Security & Privacy in Computing

Aviel Rubin

Overall quality of this course: 4.71

Summary:

The best aspects of the course included the projects, which were informative and provided a good learning experience. The lectures covered very interesting material. Some students felt that the tests were too long and too theoretical compared to the material taught in class. Some students felt that the guest lecturers were not very helpful in expanding their knowledge of the material. Suggestions for improving the course included covering more topics that students found interesting and shortening the length of the projects. Future students should be aware that this is a good course for learning about computer security and that knowledge of C is recommended.

EN.600.445.01

Computer Integrated Surgery I

Russell Taylor

Overall quality of this course: 3.83

Summary:

The best aspects of this course included the assignments, which were interesting and helped the students learn the course material. The lectures were also very helpful; the professor conveyed the material effectively and the guest lecturers made class more interesting. Some students felt that there were too many typos on lecture slides and homework assignments, which made them difficult to follow. Some students felt that the assignments were too long and that feedback regarding the assignments was not in a timely manner, which made it difficult for them to learn from their mistakes. Suggestions for improving the course included having more math and algorithm examples incorporated into the lecture and getting their graded assignments back in a more timely manner. Future students should be aware that the course requires a lot of work and that a background in mathematics and programming is strongly recommended.

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EN.600.450.01

Network Embedded Systems/Sensor

Marcus Chang

Overall quality of this course: 4.67

Summary:

The best aspects of the course included the professor and the TA, who were both very helpful and knowledgeable. The students learned a lot of material during the lectures, which were well-taught. Some students felt that TinyOS programming assignments were too easy and did not help them learn the material well. Some students also felt that the class had a large learning curve. Suggestions for improving the course included having several TinyOS tutorials and giving feedback on assignments. Future students should be aware that knowledge of C is useful for the course.

EN.600.461.01

Computer Vision

Nicolas Padoy

Overall quality of this course: 3.71

Summary:

The best aspects of the course included the topic, which was intellectually challenging and interesting. The projects also helped students learn more about Vision. Students felt that the lectures were not effective in conveying the course material and the TA was unhelpful with the homework. Some students felt the homework was very difficult and was too harshly graded. Suggestions for improving the course included organizing the course a little more, incorporating a class where MatLab was taught, focusing on several topics rather than covering too many, and having more TA office hours. Future students should be aware that having a background in MatLab and linear algebra is helpful for the course.

EN.600.464.01

Randomized Algorithms

S Kosaraju

Overall quality of this course: 4.38

There were five or fewer comments for this course.

EN.600.465.01

Natural Language Processing

Jason Eisner

COMPUTER SCIENCE

Overall quality of this course: 4.69

Summary:

The best aspects of the course included the instructor, who had very good lectures, and the course material, which covered a variety of topics in depth. Students considered the course a very good introductory course to natural language processing. Some students felt that the homework assignments were a little long, and that exam questions were not very straightforward. Suggestions for improving the course included providing solutions to the homework assignments. Future students should be aware that there is a large workload for this course.

EN.600.467.01

Wireless Networks

Amitabh Mishra

Overall quality of this course: 3.67

There were five or fewer comments for this course.

EN.600.471.01

Theory of Computation

Vinodchandran Variyam

Overall quality of this course: 3.78

Summary:

The best aspects of this course included the subject matter, which was both interesting and improved students' problem solving skills. Some students also felt that the course was well taught and help was readily available. Some students did not like how homework assignments were due on the same day as exams. Some students also did not like that homework solutions were not available, and they could not learn from their mistakes. Suggestions for improving the course included posting solutions for homework assignments and providing more practice problems for the students. Future students should be aware that a background in discrete math and automata theory would be helpful in understanding the material.

EN.600.475.01

Machine Learning

Mark Dredze

Overall quality of this course: 4.41

Summary:

The best aspects of the class included the homework, which was useful for learning the material, and the professor, who was knowledgeable and gave good lectures. The class discussion board was also very helpful for the learning process. Some students felt that the class covered too

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much material to be learned in one semester, and that the amount of time spent on each topic was uneven. Suggestions for improving the course included having more relevant examples in class and allowing more time for homework assignments. Future students should be aware that a background in Java is important to doing well in the course.

EN.600.615.01

Big Data, Small Languages, Scalable Systems

Yanif Ahmad

Overall quality of this course: 4.60

Summary:

The best aspects of this course included lectures that were very thorough and were able to broaden the students' knowledge of database systems. Some students felt that the professor did not go into enough depth on the topics and that there were not enough opportunities for the student to test their understanding of the material. Suggestions for improving the course included having less student presentations throughout the course. Future students should have some knowledge of database systems and data structures.

EN.600.642.01

Advanced Topics in Cryptography

Matthew Green

Overall quality of this course: 5.00

This course had five or fewer comments.

EN.600.664.01

Randomized Algorithms

S Kosaraju

Overall quality of this course: 4.33

Summary:

The best aspect of the course was the instructor who was very enthusiastic and covered the big picture in lecture, rather than focusing on the details. The homework assignments required creativity and were not busywork. Some students felt that the course work was very inconsistent. Some students also felt that others in the class were not prepared for the course and a lot of time was spent going over prerequisite concepts. Suggestions for improving the course included bridging the material covered in the textbook with the material covered in lectures and finalizing text materials before the course rather than during the course of the class. Future students should be aware that a background in probability is helpful for the course and that the course is challenging but interesting.

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EN.600.726.01

Selected Topics in Programming Languages

Scott Smith

Overall quality of this course: 5.00

There were five or fewer comments for this course.

EN.600.728.01

Selected Topics in Category Theory

Scott Smith

Overall quality of this course: 5.00

There were five or fewer comments for this course.

EN.600.763.01

Selected Topics in Streaming Algorithms

Vladimir Braverman

Overall quality of this course: 4.80

There were five or fewer comments for this course.

EN.600.765.01

Selected Topics in Natural Language Processing

Jason Eisner

Overall quality of this course: 4.14

There were five or fewer comments for this course.

EN.600.766.01

Selected Topics in Meaning, Translation and Generation of Text

Benjamin Van Durme; Christopher Callison-Burch

Overall quality of this course: 4.86

There were five or fewer comments for this course.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
EARTH AND PLANETARY SCIENCES

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.270.102.01-02
Conversations with the Earth
Bruce Marsh

Overall quality of the class: 4.22

Summary:

The best aspect of the course was the field trip to Gettysburg. Students also liked having different lecturers, each an expert from their respective fields, teach class each week. Students said the professor was interesting, engaging, knowledgeable, and had an infectious enthusiasm. They also liked the relaxed learning environment free from the stress of exams. The worst aspect of the course is that some of the lectures are boring and dry. Also there was overlap of some of the topics since there were many guest lecturers. Additionally, many students do not show up to class so there is little class participation. To improve the course students suggested more timely return of graded homework and more lectures by Professor March. Future students should that this is a good science class for non-science students. Grades are based on homework which is completed in groups of 5.

AS.270.103.01
Introduction to Global Environmental Change
Benjamin Passey, Darryn Waugh

Overall quality of the class: 3.39

EARTH AND PLANETARY SCIENCES

Summary:

The best aspect of the course is the subject matter. It is interesting, useful, and practical. The home works were effective and helped students learn. The Power Point slides, which are posted online, are helpful to study from. The worst aspect of the course is the lectures are dry and not interactive. Students also found it confusing switching between the 2 professors since each was teaching a different topic. The exams were difficult and some of the material on the exam seemed obscure compared to the material covered in class. To improve the class, students suggested teaching the course with only 1 professor, having review sessions before exams, more interactive and engaging lectures classes, more questions on the homework that prepare students for the exam, changing the course name to accurately reflect the course focus, and more organized lectures. Future students should know this course requires a background in biology, chemistry, physics, and math.

AS.270.108.01

Oceans + Atmospheres

Anand Gnanadesikan, Thomas Haine

Overall quality of the class: 3.31

Summary:

The best aspect of the course is that the lectures notes, which are posted online, are great to study to from. The professors were engaging, knowledgeable, and passionate. The worst aspect of the course is the exams and home works are difficult and the tests are graded harshly. The instructors do not explain or review the home works. Also students said the course was more challenging than they anticipated and that a background in math was needed to complete the home works. Students said that this class was not taught at an introductory 100 level. To improve the class, students suggested more correlation between lectures, homework, and the exams. Also, the course description should include the fact that a math background is required. Students also wanted more opportunities for help and more feedback on homework. Future students should know this course is more science and math based than what the course description leads you to believe. It is not an easy course – there are a lot of equations and the home works are time-consuming. Students should have a background in math, physics, and chemistry.

AS.270.205.01

Intro to Geographic Information Systems and Geospatial Analysis

Stephen Hellen

Overall quality of the class: 4.18

Summary:

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The best aspect of the course is the thorough hands-on experience with the GIS software. Students found that the course taught useful and applicable skills. They found the professor helpful and patient. The worst aspect of the course is that there are technical glitches in the program and the ARCGIS program can be fickle. It only works on PCs and not MACs. Some of the assignments assumed that the user already knew certain elements about the program. To improve the course, students more effective use of class time learning about the GIS tools, proper use of geographic coordinate systems, raster analysis, and/or python or VBA scripting. Students also wanted more time to work though problems or doing exercises/assessments in groups so they did not take as long. Future students should know that having a background in statistics would be helpful when doing spatial analysis. The grading system is fair and the professor provides an accurate rubric of the requirements. This course is helpful and provides you with a wealth of information about GIS, a great program to have on your resume.

AS.270.220.01

The Dynamic Earth : An Introduction to Geology

John Ferry, David Veblen

Overall quality of the class: 4.00

Summary:

The best aspects of the course are the straightforward lectures and the interesting material. Students found Professor Veblen animated, engaging, and entertaining. They found Professor Ferry was able to clearly explain things in a way that made concepts understandable. Some students liked the fact that there was no homework while others thought having homework assignments would be helpful for grading purposes since the grades are based entirely on tests. Also homework assignments would help students stay engaged and have a better idea of what to expect for the exams. Future students should be sure to keep up with the readings. The workload is not heavy but some students found the course boring.

AS.270.221.01

Lab Dynamic Earth

Sakiko Olsen

Overall quality of the class: 4.56

Summary:

The best aspects of the course were the hands-on labs that were fun and effective in learning the material. Students also enjoyed the field trips. They found the professor very available, inspiring, and helpful. She provided individual attention to her students and takes a genuine interest in them. The worst aspects of the course were that the instructions were often extremely vague and there was not enough time at the Smithsonian. Some students said there

EARTH AND PLANETARY SCIENCES

was no worst aspect to the course. Future students should know that the labs take a long time and it is best to finish the lab reports in class.

AS.270.305.01

Energy Resources in the Modern World

Linda Hinnov

Overall quality of the class: 4.15

Summary:

The best aspects of the course were the interesting and educational topics and the readings. The professor gave helpful feedback and made time for everyone who asked for help. Students found her dedication and enthusiasm was contagious. The worst aspect of the course is that it can be disorganized and assignments were not returned in a timely manner. Some students said class time was not used effectively and that the instructor can get off track. Others said there are too many readings. To improve the course, students suggested incorporating more class discussions and keeping the lectures on focus and on-topic. Students also suggested better time management so that all topics are covered and there can be a better focus on clean energy resources. Future students should know that this class provides general useful knowledge on a hot topic issues and that it is important to stay up-to-date on readings.

AS.270.318.01

Remote Sensing of the Environment

Carlos Del Castillo, Benjamin Zaitchik

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.270.369.01

Geochem Earth/Environment

Dimitri Sverjensky

Overall quality of the class: 4.22

Summary:

The best aspects of the course were the interesting and useful labs. The professor was genuinely interested in making sure his students were learning and understanding the material. The worst aspect of the course is that lectures can be boring. To improve the course, students suggested incorporating more discussion and including such visual aids as Power Point slides and videos. Future students should know that the books are available in the library so there is no need to buy them.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
ECONOMICS

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.180.101.01-24
Elements of Macroeconomics
Louis Maccini

Overall quality of this course: 3.72

Summary:

The best aspects of this course include the relevant real world connections, and the lecture slides that were uploaded online. Students felt that the lectures were slow and simplified, there was not enough time to complete the exams, and there was little correlation between lectures and exam topics. Suggestions for improvement include assigning more challenging problem sets, progressing through simple materials quickly while spending more time on important topics, and focusing more on grading exams based on the student's understanding of the concepts rather than on specific keywords. Prospective students should expect to attend lectures regularly in order to succeed on exams, and they should understand how to apply concepts to any situation.

AS.180.228.01-02
Economic Development
Mark Gersovitz

Overall quality of this course: 3.52

Summary:

The best aspects of this course include the challenging and interesting subject matter and the relatable real world examples. Students felt that lectures were disorganized, dull, and sometimes unclear, there was no feedback on exams and the grading scheme

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was arbitrary; the course did not cover development as thoroughly as was expected. Suggestions for improvement include having clearer exam questions, more feedback on exams, more organized lectures, and relating lectures to recent world events. Prospective students should be well versed in the elements of micro and macroeconomics, and should know that the subject matter of this course is very interesting and useful, however the class lacks structure.

AS.180.241.01

International Trade

Trent Bertrand

Overall quality of this course: 3.20

Summary:

The best aspects of the course include the interesting readings and discussions that bring in real world experience, and the knowledgeable professor who provides an overview of international trade and economics based on personal experience. Students felt that many microeconomic concepts were used that had never been taught before, that lectures were unclear, disorganized, and the subject material was conveyed ineffectively, and expectations for student work on exams and papers were unclear.

Suggestions for improvement include having more organized lectures utilizing PowerPoint, including more practical applications for the subject matter, having more TA involvement, and clarifying economic concepts that students have not yet learned. Prospective students should know that while the class is interesting and rewarding, and the readings are beneficial to learning the subject matter, the lectures are ineffective and confusing so students must teach themselves a great deal of the material. Students will also benefit from having a solid background in microeconomics.

AS.180.261.01

Monetary Analysis

Laurence Ball

Overall quality of this course: 3.88

Summary:

The best aspects of the course include the clear, organized, and informative lectures that bring in real life examples, engaging in-class discussions, and the supplementary textbook. Students felt that the lectures were redundant, that there was little feedback on exams and problem sets, and the student presentations were ineffective.

Suggestions for improvement include providing more guidance on exam material such as practice tests and problem set solutions and spending less time on student presentations so that more time can be spent on in-depth course material. Prospective students should know that this is a useful and important class to take for economics and

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finance, as it provides students with a solid foundational knowledge of the financial system.

AS.180.289.01

Economics of Health

David Bishai

Overall quality of this course: 4.13

Summary:

The best aspects of this course included the challenging and interesting course material, the excellent, organized lecturer, and helpful readings. Students felt that the group blog projects were ineffective and disorganized and did not relate to lectures. The exams were difficult and too heavily weighted. Suggestions for improvement include having more interactive lectures, and improving the blog assignments - either using different group assignments, making them individual based, relating them to lecture, or eliminating them in general. Prospective students should have some knowledge of basic microeconomics and have strong analytical skills, and are recommended to complete the readings and go to lectures.

AS.180.301.01-04

Microeconomic Theory

Edi Karni

Overall quality of this course: 3.51

Summary:

Best aspects of the course include the professor's clear and comprehensive lectures and interesting material. Students felt that there were not enough problem sets, too little feedback on student progress, the exams did not reflect material that was covered in lectures or on the problem sets, and there were unclear expectations for the course. Suggestions for improvement include having more problem sets and correlating lecture materials and exams. Prospective students should know that while the course is useful, exams are difficult and worth most of the final grade; it is important to have a strong Calc III foundation for this course.

AS.180.303.01

The Global Finance Crisis

Olivier Jeanne

Overall quality of this course: 4.13

Summary:

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The best aspects of the course include the knowledgeable and engaging professor and the interesting subject matter. Students felt that the class presentations were difficult to learn from, because the students presenting usually have a limited understanding of the material. Suggestions for improvement include making the presentation process more efficient, having more graded assignments, and assigning fewer suggested readings while covering more of the ones that are assigned in class. Prospective students should know that this is a great class with a light workload, and the material is very current and relevant.

AS.180.310.01

Economics of Antitrust

Bruce Hamilton

Overall quality of this course: 4.83

Summary:

The best aspects of the course include the engaging professor who was passionate about the material and who had the ability to bring in real life examples in a dynamic and interesting way. Suggestions for improvement include providing a brief summary of legal terms on the first day of class, and organizing a trip to D.C. to watch a live Supreme Court case. Prospective students should know that the class is intellectually challenging but very engaging, and they should be prepared to read a lot and participate in class.

AS.180.334.01-02

Econometrics

James Lake, Tiemen Woutersen

Overall quality of this course: 3.28

Summary:

The best aspects of the course include the instructor's knowledge of the subject, the helpful lecture slides, and the in-depth analysis of many important econometrics topics and applications. Students felt that the course was poorly organized, the instructor's teaching style was ineffective, and there was a lot of material covered for a class that only meets once a week. Suggestions for improvement include having more organization, having class more than once a week, and assigning shorter problem sets. Prospective students should be prepared for challenging material and midterms and assignments that focus heavily on certain aspects of the course but not others.

AS.180.355.01

Economics of Poverty and Inequality

Robert Moffitt

Overall quality of this course: 4.28

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Summary:

The best aspects of this course include the class discussions and insightful readings. Students felt that lectures were not always engaging, there was a lack of structure, and little feedback was given. Suggestions for improvement include incorporating more problem sets and having a more interdisciplinary approach to the subject. Prospective students should know that the course is useful and thought-provoking, and that keeping up with the material is incredibly important.

AS.180.367.01

Investment and Portfolio Management

Jonathan Wright

Overall quality of this course: 4.04

Summary:

The best aspects of the course include the intellectual challenge and the thorough exploration of a large amount of material. It also provided some practical tools that are used in the real financial world. Students felt that the class time (Friday afternoons) and duration were not conducive to learning, and that there was too much material crammed into one midterm at the end of the class. Suggestions for improvement include having the class split up into two sessions per week and moving the midterm to an earlier date. Prospective students should be prepared to attend class and do the homework, and will benefit from printing slides before lecture rather than using a laptop.

AS.180.370.01

Financial Market Microstructure

Caroline Fohlin

Overall quality of this course: 3.6

This course had 5 or fewer comments.

AS.180.371.01

Industrial Organization

Elena Krasnokutskaya

Overall quality of this course: 4.71

This course had 5 or fewer comments.

AS.180.373.01

Corporate Restructuring

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Hulya Eraslan

Overall quality of this course: 3.7

Summary:

The best aspects of the course include the hands-on case studies, real life simulations, and the lecturer's teaching effectiveness. Students felt that the course was disorganized and there was a lack of problem sets and examples. Suggestions for improvement include having more interactive lessons and providing more problem sets and assigned readings. Prospective students should know that this class covers very current and relevant information. A solid finance background will help students to participate in and understand the discussions.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
ELECTRICAL AND COMPUTER ENGINEERING

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.520.137.01-02

Introduction to Electrical and Computer Engineering

Trac Duy Tran

Overall quality of this course: 4.68

Summary:

Students thought that the professor was very enthusiastic and approachable. The course was an appropriate level of challenge and all of the basics of the field were covered. Comments regarding the weakness of the course centered on the disorganization of the labs and the sometimes broken lab materials. Suggestions for improvement included getting new lab equipment, and offering a longer period to complete the labs. Prospective students should know that office hours are very helpful, and unlike other intro engineering courses, there actually is homework.

EN.520.211.02-03

ECE Engineering Team Project

Jin Kang

Overall quality of this course: 4.38

Summary:

Students felt that this course was an excellent way to get hands-on experience and that their teamwork skills improved. Weaknesses of the course were the lack of grading structure, which

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causes some students to not participate. Students suggested a larger budget for the projects. Prospective students should be aware that the course is mostly independent learning and that there are occasional meetings with the professor.

EN.520.213.01

Circuits

Howard Weinert, Jin Kang

Overall quality of this course: 4.14

Summary:

The best parts of this course were going over homework problems in class, and the policy that the final is optional for students who have earned good grades on the midterms, which is possible due to clear expectations. The weaknesses of the course were inconsistent grading, and the lack of graded homework (the grade depends only on the exams). Suggestions for improvement included clear objectives for recitation section meetings and requiring homework to be turned in. Students interested in the course should be aware that it is necessary to do the optional homework problems in order to really understand the material – practice makes perfect.

EN.520.213.02

Circuits

Howard Weinert

Overall quality of this course: 4.37

Summary:

Students said the best aspect of this course was the professor's ability to explain difficult concepts. He was methodical in setting up material to ensure a straightforward and focused lecture with good clear examples. The worst aspect of the course was that homework problems are not turned in for grades and the professor takes a long time to cover the homework problems. Students also said the professor goes too fast at times. To improve the course, students suggested releasing old exams to use as practice, grading the homework so there are more opportunities for assessment, and a more effective TA session. Future students should do all the home works and should have knowledge of differential equations.

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EN.520.219.01

Fields, Matter and Waves

Mark Foster

Overall quality of this course: 4.48

Summary:

Students agreed that the professor's teaching style was straightforward and effective. They also found the material to be intellectually stimulating and very useful. Weaknesses of the course were the lack of solutions given for problems, and the frequently difficult homework assignments. Suggestions for improvement included posting solutions, and in general offering more example and practice problems. Students interested in the course should make sure they are comfortable with physics and multivariable calculus. Taking good notes during lecture is also suggested.

EN.520.315.01

Introduction to Information Processing of Sensory Signals

Hynek Hermansky

Overall quality of this course: 4.42

Summary:

The material presented in the course was very interesting and cutting-edge. Students felt that course as a whole, from homework assignments to progression of topics, was designed effectively. However, there was an occasional disconnect between homework and exams. A common suggestion for improvement was to provide some kind of outside resource(s) since there was no textbook; students also suggested writing exams that are more similar to the homework. Prospective students should know that the course assumes a background in signals and systems. Grading was fair and the course was very interesting.

EN.520.345.01-03

ECE Laboratory

Amy Foster

Overall quality of this course: 4.44

Summary:

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Students felt that the laboratory portion of the class was interesting and very practical. Sometimes the lab procedures were poorly worded and ambiguous, and frequently the labs took longer than the allotted time. Suggestions for improvement included more individual attention during the labs, perhaps by having additional supervisors present; and proofreading the lab procedures more carefully. Students interested in the course should be aware that a strong background in circuit analysis is necessary to do well in this course. There are lab reports due weekly.

EN.520.349.01-02

Microprocessor Lab I

Robert Glaser

Overall quality of this course: 4.0

Summary:

The best parts of this class were the hands-on experience and the skills gained in programming. Students felt that lectures were far too early in the morning and also disliked the consistently high workload. Suggestions for improvement centered on changing the lecture time and making the lectures more informative and concise. Students interested in the course should know that the course is a lot of work at times, and that for non-ECE majors it was harder because the ECE students had more appropriate background. There is flexibility with when to do the assignments but it is suggested to start them well ahead of time.

EN.520.353.01

Control Systems

Danielle Tarraf

Overall quality of this course: 4.19

Summary:

Lectures were a good blend of theory and examples; the professor was effective at communicating the material. Some students felt the professor did not behave professionally, often arriving late to lectures, taking a long time to return grades, and posting assignments only a couple of days before they were due, despite their length. Suggestions for improvement included writing shorter exams or giving more time to complete them, and making the homework load more manageable. Students interested in the course should be aware that the class is very interesting with a professor who teaches effectively, and reviewing linear algebra and signal processing before the course begins may be helpful.

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EN.520.401.01

Basic Communication

Frederic Davidson

Overall quality of this course: 4.5

Summary:

The best aspects of the course were the interesting material and the genuine passion of the professor. Students felt that the second half of the textbook was confusing and poorly written. Suggestions for improvement were focused on the difficulty of taking good notes during lectures: either slow down lecture so students can keep up, or integrate the course online with posted notes or slides. Prospective students should know that they will require use of their prior knowledge of statistics, signals and systems.

EN.520.403.01

Introduction to Optical Instruments

Jacob Khurgin

Overall quality of this course: 4.0

This course had five or fewer comments.

EN.520.410.01

Fiber Optics & Devices

Frederic Davidson

Overall quality of this course: 4.71

This course had five or fewer comments.

EN.520.414.01

Image Processing & Analysis

John Goutsias

Overall quality of this course: 3.85

Summary:

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The best aspects of the course were the easy-to-follow lectures and the progression of topics from basic to more advanced, which also showed the historical development of the field.

Students felt that the grading and expectations were ambiguous at times. A common suggestion for improvement was to focus more on application of theoretical techniques learned, through MATLAB or possibly a project. Prospective students should know that the course is easier than the 400-level listing would suggest, and no programming knowledge is required.

EN.520.419.01

Iterative Algorithms

Gerard Meyer

Overall quality of this course: 3.91

Summary:

Students liked that the professor integrated lecture topics with insight to other relevant topics to give some context for the theory. Comments on the weaknesses of the course centered on the lack of communication between the professor and TA about correct solutions. The main suggestion for improvement was less memorization. Prospective students should know that a background in analysis (such as 110.405) would be very helpful in doing well in this course.

EN.520.424.01-02

FPGA Synthesis Lab

Robert Jenkins

Overall quality of this course: 4.36

Summary:

The best parts of the class were the hands-on approach and the amount of individual attention from the professor and TA. The course's weaknesses were the vast amount of material covered and the high workload. Suggestions for improvement include making the course worth more credits, and having stricter deadlines for assignments, or more frequent due dates for parts of assignments. Prospective students should know that as one of the hardest advanced labs, the course is demanding but rewarding.

EN.520.427.01

Product Design Lab

Ralph Etienne-Cummings

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Overall quality of this course: 4.33

This course had five or fewer comments.

EN.520.432.01

Medical Imaging Systems

Jerry Prince

Overall quality of this course: 4.33

Summary:

Students felt there was an excellent correlation between the lectures and the textbook, and that the topics were very intellectually stimulating. On the negative side, the material felt rushed toward the end of the semester, and that the exams were too long to effectively complete in the allotted time. Suggestions for improvement centered on shorter exams. Prospective students should know that homework does not need to be handed in, but completing it is suggested anyway.

EN.520.435.01

Digital Signal Processing

Howard Weinert

Overall quality of this course: 4.35

Summary:

Students felt that the professor was very gregarious and taught clearly and effectively. The main weakness of the course was the structure of the MATLAB sections, which were very confusing. Students suggest that more material be covered in the course overall, and that the section meetings be revamped to have a specific and relevant purpose. Prospective students should know that exam results are emphasized in the grade, and grading is not particularly lenient. Students should pay attention to the math ‘tricks’ used in lectures.

EN.520.445.01

Introduction to Speech and Audio Processing

Mounya Elhilali

Overall quality of this course: 4.86

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This course had five or fewer comments.

EN.520.447.01

Introduction to Information Theory and Coding

Damianos Karakos

Overall quality of this course: 3.8

This course had five or fewer comments.

EN.520.452.02-03

Advanced ECE Engineering Team Project

Jin Kang

Overall quality of this course: 4.14

This course had five or fewer comments.

EN.520.491.01

CAD Design of Digital VLSI Systems I (Seniors/Grads)

Ralph Etienne-Cummings

Overall quality of this course: 4.43

This course had five or fewer comments.

EN.520.495.02, 04, 05

Microfabrication Lab

Andreas Andreou, Jeff Wang

Overall quality of this course: 4.17

This course had five or fewer comments.

EN.520.515.01

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Processing of Audio and Visual Signals

Hynek Hermansky

Overall quality of this course: 4.4

This course had five or fewer comments.

EN.520.646.01

Wavelets & Filter Banks

Trac Duy Tran

Overall quality of this course: 4.5

This course had five or fewer comments.

EN.520.651.01

Random Signal Analysis

Sanjeev Khudanpur

Overall quality of this course: 4.76

Summary:

Students found the lectures to be very enthusiastic and interactive. The material was presented in an intuitive way. Sometimes the homework could be excessively long, and there was a lot of reading. Suggestions for improvement included solving more example problems during class and shortening the homework assignments. Prospective students should know that a very strong background in mathematics is suggested, and the class has a somewhat intense workload.

EN.520.761.01

Large Scale Analog Compt

Andreas Andreou; Ralph Etienne-Cummings

Overall quality of this course: 4.75

This course had five or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
ENGINEERING MANAGEMENT

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- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.662.611.01
Accounting and Finance
Annette Leps

Overall quality of this course: 4.82

Summary:

The strongest aspects of this course included the professor's teaching style and willingness to help students. The class also liked that the course covered a wide variety of topics pertaining to both accounting and finance and felt that they learned a great deal about each topic and that the material had high real-world applications. There were no major weaknesses in the course, but some students felt the class was a bit lengthy. A popular suggestion for improvement of this course is to possibly break up the course into two sections to make it twice a week rather than one long lecture which at times made it hard to focus. Future students should know that the grading is fair and that having a background in accounting is not necessary.

EN.662.651.02
Marketing Communication and Strategy
Pamela Sheff

Overall quality of this course: 4.75

Summary:

Some of the strongest aspects of this course included the case studies, presentations, and simulations, which were useful in learning the concepts taught in class; the structure of in-class discussions was also great. The students felt that a weak aspect of the course was that the expectations for the weekly memos were not always clear. Some suggestion for improvement

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of this course is to give more detailed feedback on memos and to include more guest speakers in the course. Future students should know that there is a significant amount of reading and weekly writing assignments for this course, but it is manageable. Students should also know that this course requires a significant amount of group work.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
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The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.060.100.01
Intro Expository Writing
Patricia Kain

Overall quality of the course: 4.5

Summary:

The best aspects of this course include detailed instructions on academic essay writing and a skilled, accessible instructor. There were few complaints about the class. Suggestions for improvement included more individual conferences with the instructor. Prospective students should be aware that the course is a good basis in writing academic essays. They are also advised to take advantage of the individual student conferences, which help improve essay quality.

AS.060.100.02-03
Intro Expository Writing
William Evans

Overall quality of this course: 4.7

Summary:

The best aspects of this course included an extremely well structured curriculum, Tutorials offered by the instructor, and personal feedback from the instructor. Some students felt that there wasn't enough freedom in writing style, and felt they had to specifically tailor their work too much to the instructor's specifications. They believed that these restrictions make their writing less applicable to other types of papers and essays. Suggestions for improvement included giving students more freedom in their writing style. Prospective students should know

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to closely follow the instructor's examples. The class is excellent for improving basic academic writing.

AS.060.100.04-05

Intro Expository Writing

Anne-Elizabeth Brodsky

Overall quality of this course: 4.55

Summary:

The best aspects of this class included individual attention from the instructor and clarity in explanation of the process of academic essay writing. There were few complaints about the class. Suggestions for improvement include a little more time allotted for the final essay. Prospective students should be prepared for a transition from high school to college level writing. The instructor sometimes grades harshly, but is very available for individual assistance.

AS.060.107.01-02

Introduction to Literary Study

Richard Halpern

Overall quality of this course: 4.14

Summary:

The best aspects of the course included interesting and well liked readings, thoughtful and engaging class discussion, a knowledgeable instructor, and ample chance for individual student participation. The workload was also a good amount for most students. Some students felt that the grading was a little harsh and that the discussions occasionally got off topic. Suggestions for improvement include more emphasis on fiction and more clarity on what is expected of students on papers. Prospective students are advised to keep up with the reading and to be aware of the tough grading system.

AS.060.113.01

Expository Writing

Anthony Wexler

Overall quality of this course: 4.62

Summary:

The best aspects of the course include personal conferences with the instructor, thought-provoking lectures and discussions, and clarity of expectations of the class. Some students felt that the class was slightly disorganized and weren't always sure of what the instructor expected of them. Suggestions for improvement include more effective use of time in class. Prospective

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students should know that the class is a well-taught, challenging, and helpful class for improving writing skills.

AS.060.113.02
Expository Writing
Kara Wedekind

Overall quality of this course: 3.38

Summary:
The best aspects of this course included interesting topics to read and respond to and a small class size that allowed for individual participation. Students felt that the class was very helpful in understanding and practicing the structure of a college essay. Some students felt that the format and style of the papers was too restrictive and the discussion was disorganized and unhelpful. Suggestions for improvement include allowing more freedom in the writing style, allowing more time for students to work on drafts of papers, and providing more detailed feedback on student work. Prospective students should be prepared for a relatively heavy workload.

AS.060.113.03
Expository Writing
Adam Maskevich

Overall quality of this course: 4.38

Summary:
The best aspects of the course were a knowledgeable and entertaining instructor, an interesting emphasis on both history and writing technique, and engaging class discussions. Some students felt that the reading was very difficult and complex. Suggestions for improvement include giving students more time to complete essays and assigning less complex readings. Prospective students should know that the course is challenging, but very effective in learning writing skills and especially interesting for students interested in Middle Eastern history.

AS.060.113.04
Expository Writing
Douglas Tye

Overall quality of this course: 4.47

Summary:
Students felt that the best aspects of this course were that the professor paid individual attention to students, the rewarding group discussions, and the constructive feedback which

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helped to improve students' writing skills. Some students felt that the workload was especially demanding. Suggestions for improvement included reading more full length novels to analyze, and to spread out the paper due dates to allow for conferences in between them. Prospective students are told to be prepared for a heavy workload, but to expect to become a more skilled writer by the end of the course.

AS.060.113.05

Expository Writing

Jonathon Hricko

Overall quality of this course: 4.4

Summary:

The best aspects of the course included the small class size, an engaging and relatable instructor, and very helpful, constructive feedback on student work. Some students felt that the grading was a little harsh and unclear. Students suggested that more guidance would be helpful in example essay critique. Prospective students should know that the instructor is invested in their learning experience. Students should be ready to put effort and time into their work.

AS.060.113.06

Expository Writing

Joseph Haley

Overall quality of this course: 3.67

Summary:

The best aspects of the course included an informative instructor, in-depth workshops, and helpful individual conferences. Students felt that their writing improved after the course. Some students felt that more clarity was necessary from the instructor in lectures and assignments. Some students believed that more class participation should be encouraged. Suggestions for improvement include more in-depth analysis of fewer readings and more instructor feedback. Prospective students should be prepared for a relatively heavy workload.

AS.060.113.07

Expository Writing

George Oppel

Overall quality of this course: 4.87

Summary:

The best aspects of this course included a very well-received, interesting, and passionate instructor, engaging class discussions, very interesting readings, and constructive individual feedback on student work. Some students felt it was very difficult to get an A in the course.

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There were few suggestions for improvement of the class. Prospective students are encouraged to take the class if they are looking for a challenging course to improve their writing skills. They are also encouraged to approach the instructor for individual assistance, and to be prepared for a relatively heavy and challenging course load.

AS.060.113.08

Expository Writing

Magdalena Vinter

Overall quality of this course: 4.25

Summary:

The best aspects of the course included extremely constructive feedback from the instructor, interesting readings, and a small class size. Some students would have liked a little more focus on formal sentence structure and grammar. Some students felt that the topics were a little dry at times. Suggestions for improvement include creating more structure in terms of the lectures and the syllabus. Prospective students should be prepared for a relatively heavy workload including dense reading and long writing assignments.

AS.060.113.09

Expository Writing

Overall quality of this course: 4.55

Summary:

The best aspects of the course were the discussions and feedback given by the professor – they were very helpful. Some students found the class a little boring at times and somewhat confusing. Suggestions for improvement include clearer instructions and picking up the reading pace. Future students should know that their writing will improve if you take advantage of the conferences and make an effort to do your best.

AS.060.113.10

Expository Writing

George Oppel

Overall quality of this course: 4.87

Summary:

The best aspects of this course included a very well-received, interesting, and passionate instructor, engaging class discussions, very interesting readings, and constructive individual feedback on student work. Some students felt it was very difficult to get an A in the course. There were few suggestions for improvement of the class. Prospective students are encouraged

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to take the class if they are looking for a challenging course to improve their writing skills. They are also encouraged to approach the instructor for individual assistance, and to be prepared for a relatively heavy and challenging course load.

AS.060.113.11

Expository Writing

Dorothy Kwek

Overall quality of this course: 3.85

Summary:

The best aspects of this course included an emphasis on improving analytical and organizational skills in writing, interesting readings, and helpful instructor and peer feedback on writing. Some students felt that the topics and course structure were confusing at times. Suggestions for improvement include more in class discussion on the readings. Prospective students should be prepared for challenging reading and writing and should have some interest in political science or social studies topics or may find the readings uninteresting.

AS.060.113.12

Expository Writing

Sunil Vaswani

Overall quality of this course: 4.69

Summary:

The best aspects of this course included a talented instructor, personal attention towards students, the informative readings, and focus on improving writing skills. Some students felt that the course was very time-consuming and graded harshly. Some students would have preferred slightly more open essay topics and more in-class short writing assignments.

Prospective students are told that this course will greatly improve their writing skills but will demand a lot of time and effort to succeed.

AS.060.113.13

Expository Writing

William Miller

Overall quality of this course: 4

Summary:

The best aspects of the course included engaging and humorous in-class discussion, constructive feedback on student writing, and helpful workshops. Some students felt that feedback from the instructor was slightly unclear and that sometimes not enough time was allocated for each assignment. Suggestions for improvement include more in-depth discussion

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of books and to lessen the amount of Jane Austen novels in the syllabus. Prospective student should know that the class has a demanding course load, and that the instructor expects students to read the text very closely.

AS.060.113.14

Expository Writing

David Schley

Overall quality of this course: 4.2

Summary:

The best aspects of the course included a focus on improving writing skills, one-on-one conferences and feedback from the instructor, a small class size, and student workshops. Some students felt that the in class discussions got repetitive and dry. Suggestions for improvement included assigning fewer papers so as to have more time to devote to each, and having a more discussion-based class. Prospective students should enjoy the topic, and they should be prepared for a lot of writing.

AS.060.113.15

Expository Writing

Marie O'Connor

Overall quality of this course: 4.53

Summary:

The best aspects of the course included the small class size, individual attention to help improve writing skills, and extensive feedback from the instructor. Many students greatly enjoyed the topic of fairy tales. Some students felt that the instructor did not give adequate feedback on the rough drafts. Some students felt that the class was slightly rushed. Suggestions for improvement included providing more feedback on the rough drafts as opposed to the final paper and more encouragement for group discussion. Some students would have preferred a more organized syllabus that allowed for more time in between papers. Prospective students should be prepared for a relatively heavy workload and to greatly improve their writing skills.

AS.060.113.16

Expository Writing

John Matsui

Overall quality of this course: 3.8

Summary:

The best aspects of the course were engaging class discussions, the interesting readings, and the focus on developing college level writing skills. Some students felt that there was

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inadequate feedback from the instructor on rough drafts and that the class would sometimes dwell too long on a single topic. Suggestions for improvement include giving more individual comments on student papers, more instruction towards formal writing skills, and a wider variety of readings to focus on. Prospective students should be prepared to revise their papers many times and keep up with the workload.

AS.060.113.17

Expository Writing

Benjamin Parris

Overall quality of this course: 3.79

Summary:

The best aspects of the course were general improvement of college writing skills, a knowledgeable instructor, and interesting course material. Some students felt that the grading was particularly harsh. Suggestions for improvement included offering additional office hours and time to meet with the instructor individually. Prospective students should be prepared for a challenging and time-consuming writing course that will improve their college writing skills. They should also be prepared to read closely in order to understand the course material.

AS.060.113.18

Expository Writing

Elizabeth Brogden

Overall quality of this course: 3.64

Summary:

The best aspects of the course included a helpful instructor who offered personal feedback, the chance to develop analytic and effective writing skills, and the selection of short stories on the syllabus. Some students felt that there were too many writing assignments assigned, and that the grading was particularly harsh. Suggestions for improvement included allotting more time on formal writing skills over class discussion. Prospective students are told that the class requires a large time commitment to writing and reading.

AS.060.113.19

Expository Writing

Christopher Westcott

Overall quality of this course: 3.77

Summary:

The best aspects of the course included an enthusiastic and engaging instructor, one-on-one conferences with the instructor, and thought provoking in class discussions. Some students felt

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that some of the readings were slightly dry, the grading was slightly harsh, and that the class wasn't structured very well. Suggestions for improvement included eliminating the necessary blog post assignments and broadening the scope of topics on which to write about. Prospective students should be aware that it is a challenging course structured to improve their writing skills, and that the grading is especially harsh towards the beginning of the semester.

AS.060.113.20

Expository Writing
Rebecca Buckham

Overall quality of this course: 4.43

Summary:

The best aspects of this course were the amount of information students learned about the topic as well as the focus on writing skills, thorough feedback from the instructor, engaging in class discussion, and student workshops. Some students felt that there was not enough time allotted in between essays in order to revise. Suggestions for improvement included having a more structured syllabus that allows for more time for students to revise and turn in essays. Prospective students are told that the class involves a relatively heavy workload and that this class is particularly enjoyable for students interested in Shakespeare.

AS.060.113.21

Expository Writing
Erica Tempesta

Overall quality of this course: 4

Summary:

The best aspects of the course included personal feedback from the instructor and detailed instruction on how to present an academic argument. Some students felt that their papers were not handed back in adequate time for them to use the feedback before handing in their next essay. Some students felt the in-class discussions could be improved. Other suggestions for improvement include more freedom and flexibility on paper topics and more clearly laid out expectations for students' writing. Prospective students should be prepared for a challenging class with a relatively high workload that will greatly improve their college-level writing skills.

AS.060.118.01

Asian American Literature and Film
Rani Neutill

Overall quality of this course: 4.53

Summary:

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The best aspects of this course included a very approachable, interesting, and knowledgeable instructor, encouragement for deep analysis of the topic, interactive discussion in class, and interesting readings. Some students felt that there was too much reading and that the instructor's expectations were occasionally unclear. Suggestions for improvement include more in-class film screenings, especially more modern films. Prospective students should be prepared to keep up with a large amount of reading.

AS.060.125.01

Nineteenth-Century American Experimental Writing

Sharon Cameron

Overall quality of this course: 4.8

Summary:

The best aspects of this course included an extremely passionate, knowledgeable, and talented instructor, a small class size, and good in-class discussions. Some students felt that the expectations and workload for the class were a little high considering its level. Some students would have preferred fewer quizzes. Suggestions for improvement include having the class meet twice a week rather than once a week, as the single class period was occasionally too long to hold focus. Prospective students should be aware of the instructor's high expectations and quizzes and responses every week. If students apply themselves they will be greatly rewarded by the instructor's passionate lectures and their own improvement in writing.

AS.060.131.01

Law and Literature

Marie O'Connor

Overall quality of this course: 4.29

Summary:

The best aspects of this course included an articulate and approachable instructor, valuable in-class discussions with a small class, and well chosen readings. Some students felt that the instructor spoke a little too much during in class discussions and that the reading was occasionally too much. Suggestions for improvement included more organized, student-led in-class discussion. Prospective students should be prepared for a lot of reading and writing. The grading is fair and class participation is crucial.

AS.060.146.01

Detective Fiction

Jesse Rosenthal

Overall quality of this course: 4.19

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Summary:

The best aspects of the course were the interesting and engaging readings, a knowledgeable instructor, and excellent lectures and discussions in class. Some students felt that there wasn't adequate time to fully discuss certain books and some students would have liked a little more feedback from the instructor. Suggestions for improvement include faster turnaround time for returning graded essays. Prospective students should be aware that the class involves a lot of reading, but it is very interesting.

AS.060.154.01

Zombies

Jared Hickman

Overall quality of this course: 4.82

Summary:

The best aspects of this course included an engaging, interesting instructor, in-class discussions that were lively, fun, and informative, and a good selection of readings and films. Students also greatly appreciated the instructor's ability to relate zombies to important societal issues. Some students felt that the class was a little too directed towards writing and English students for a lower level class. A suggestion for improvement was to lessen the amount of reading slightly so as to focus on individual readings more intensely. Prospective students are told that the class is an extremely enjoyable experience but also to work hard to finish readings and essays.

AS.060.211.01-04

British Literature I

Andrew Daniel

Overall quality of this course: 4.59

Summary:

The best aspect of the course was the extremely interesting and informative lectures by the instructor on materials that may sometimes be perceived as dry. Some students felt that TA's graded very harshly. Some students felt that the instructor had to move too quickly during lecture in order to cover all topics in the syllabus. Suggestions for improvement include more correspondence between the professor and the TA in the case of grading and more standardization of sections. Prospective students should be aware that there is a lot of material covered in the class and that it is important to attend lectures.

AS.060.217.01-04

American Literature since World War II

Christopher Nealon

Overall quality of this course: 4.16

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Summary:

The best aspects of the course included the choice of texts, the instructor's lectures and teaching style, and the discussions in section. Some students felt that the lectures were not as helpful because of their specific focus when the topics of the readings were more general. Suggestions for improvement included more review sessions, better student participation, and eliminating a final exam in addition to the papers throughout the class. Prospective students should be prepared for a lot of interesting reading—usually one book per week.

AS.060.280.01

The Modernist Novel and the Question of Culture

Robert Day

Overall quality of this course: 4.5

Summary:

The best aspects of the course included the selection of books chosen, the historical and background information provided about the books, an insightful and knowledgeable instructor, and discussions that were engaging and helpful in understanding the material. Some students felt like there was slightly too much reading and that the class was too early (9 AM). Suggestions for improvement included allotting slightly more time to read novels. Prospective students are told to be prepared to read complex and diverse selections and to offer their opinions during class discussion.

AS.060.281.01

Criminal Characters: Law and Order in the Early Novel

Stephanie Hershinow

Overall quality of this course: 4.43

Summary:

The best aspects of this course included the availability and helpfulness of the instructor, the personal feedback on students' work, the variety of reading materials, and the unique approach to said reading materials. Some students felt the expectation of the semi-weekly response papers were not clearly laid out and that the course's structure could've been more organized. Suggestions for improvement include organizing the course so as to allow equal time for the different readings. Prospective students are told that the class, though it has a relatively heavy workload, is very interesting and beneficial course to take. They should make sure to read closely, and they should be prepared to participate in discussion.

AS.060.282.01

Moral Philosophy and the Novel in Nineteenth-Century England

Patrick Fessenbecker

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Overall quality of this course: 4.09

Summary:

The best aspects of the course included the in-class discussions, the interesting course topic, and interesting writing assignments that required students' deep thought and analyzing. Some students felt that basic questions were discouraged, making it sometimes difficult to understand the concepts of the reading. Some also felt that the workload was very heavy. Suggestions for improvement include a better basic explanation of the philosophical concepts involved in the novels. Prospective students should be prepared to read about 300 pages a week as well as a response paper. Students will be challenged to think and evaluate concepts in readings, and it is a rewarding class.

AS.060.290.01

Literary Theory

Frances Ferguson

Overall quality of this course: 4.5

Summary:

The best aspect of the course was the wide range of readings covered during the class. There were few complaints about the class. Suggestions for improvement included some basic review of the ideas and theories in the essays. Prospective students should be interested in thinking critically and literary theory on the track in preparation for graduate school.

AS.060.307.01

Training\Writing\Consulting

Jason Hoppe

Overall quality of this course: 4.33

Summary:

The best aspects of this course included the small class size and the opportunity to develop one's own personal writing process. Some students felt that there was a lot of work for only a 1 credit class. Suggestions for improvement included more training hours over writing time. Prospective students should be prepared for a heavy workload and should also know that it is very helpful to work at the Writing Center.

AS.060.346.01

Major British Authors: George Eliot

Amanda Anderson

Overall quality of this course: 5

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Summary:

The best aspects of this course included engaging in class discussions, a very knowledgeable and encouraging instructor, a well structured syllabus, and clear and informative lectures. Some students felt it was occasionally difficult to keep up with the reading. Suggestions for improvement include slightly less reading so as to focus more deeply on discussion in class. Prospective students should be prepared to keep up with a lot of reading.

AS.060.360.01

Jane Austen
Jesse Rosenthal

Overall quality of this course: 3.94

Summary:

The best aspects of the course included the opportunity to read all of Austen's works, the engaging in-class discussions, and a knowledgeable and respectable instructor. Some students felt that the weekly writing responses were not that helpful and that feedback on their work was not very prompt. Suggestions for improvement included substituting some writing responses with quizzes. Prospective students should be prepared to do a lot of reading. A background in Jane Austen is helpful in the course.

AS.060.367.01

Emerson, Thoreau, and Poe
Sharon Cameron

Overall quality of this course: 4.71

Summary:

The best aspects of the course included an insightful and engaging instructor, stimulating small group discussions, and an intellectual challenge to read texts closely. Some students felt that the instructor's expectations for essays were unclear and that the feedback was not as helpful as it could have been. A suggestion for improvement included more detailed feedback on work. Prospective students should be aware that the instructor has high expectations for students. The course involves a lot of dense reading and preparation for class.

AS.060.371.01

Major American Authors
Eric Sundquist

Overall quality of this course: 4.69

Summary:

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The best aspects of the course included a professor who was engaging, interesting, insightful, encouraging, and knowledgeable. Students found the class discussions fascinating and in-depth. The worst aspect of the course was the fast pace, heavy reading workload (one book a week), and the difficult reading. To improve the course, students suggested smaller assignments, a lighter workload, and distributing the reading more evenly throughout the semester. Future students should know that the grading is fair and that there is a lot of reading that is focused on a single author.

AS.060.402.01

The Literature of Atlantic Revolution

Jared Hickman

Overall quality of this course: 5.0

This class had 5 or fewer comments.

AS.060.408.01

Rising and Falling in Marlowe and Jonson

Andrew Daniel

Overall quality of this course: 4.92

Summary:

The best aspects of the course included the interesting, engaging, and knowledgeable professor. His was adept at facilitating discussions and providing constructive feedback. Some students said they would have liked more background information, as well as more feedback on essays. Future student should know that the course requires a lot of reading, some of which is dense.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
ENTREPRENEURSHIP AND MANAGEMENT

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.660.105.01-06
Introduction to Business
Lawrence Aronhime

Overall quality of this course: 4.20

Summary:

The best aspects of the course included a professor whose teaching style was both entertaining and inspiring. The course itself was interesting, and the topics taught were thought to be relevant and useful. Some students felt that the workload was too heavy. A large amount of students felt that the tests did not adequately measure their knowledge of the material, and too much focus was placed on their ability to construct a ‘cheat sheet’. Suggestions for improvement included formatting tests so as not to require the cheat sheet. Future students should be aware that there is a lot of work, but if one puts in a fair amount of effort, it is possible to learn a lot.

EN.660.203.01
Financial Accounting
Lawrence Aronhime

Overall quality of this course: 4.42

Summary:

Most students felt the best aspects of the course included homework that was both helpful and applicable, and a lecturer who was personable and fair. Some students felt that the homework was assigned too frequently. Suggestions for improving the course

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included going through more solutions of problems during the class, and reducing the number of midterms. Future students should be prepared to put in the necessary work and are encouraged to keep up with the assignments and studying, rather than simply cramming on nights before exams.

EN.660.203.02

Financial Accounting

Annette Leps

Overall quality of this course: 4.69

Summary:

Students agreed that the best aspect of this course included a professor whose teaching style consisted of working through problems in class, which was thought to significantly help students understand and grasp the material. Students felt that the weakest aspect of the course was the frequency of quizzes and exams; there were too many assessments. Students suggested that the course could be improved by allowing students to keep their exams, and that grading homework assignments and returning them to students would be helpful. Future students should know that attending class greatly helps your ability to understand the material and absences should not be taken lightly.

EN.660.203.03

Financial Accounting

Jack Powell

Overall quality of this course: 4.04

Summary:

Many students felt the best aspect of the course was the professor's tendency to clearly list and explain his expectations. Although some students felt that meeting once per week provided ample time to study the material, many felt that because the class does not meet very often, a large amount of material is presented at once. This tended to make class feel rather long and boring. Suggestions for improvement included increasing student participation. Future students should be aware that the course material does progressively get more complex and are encouraged to do a lot of practice problems outside of class.

EN.660.250.01

Principles of Marketing

Leslie Kendrick

Overall quality of this course: 4.30

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Summary:

The best aspect of the course included the professor's ability to present in-class examples, case studies, and conceptual videos in manners that kept students engaged and interested. Students were assigned a quiz every class, which some students found excessive and unnecessary, while others found to be motivating and helpful in keeping the class on task. Suggestions for improvement included updating the class material to reflect more current events. Some students found the videos for example, to be a little out of date, though still relevant. Future students should know that if one wishes to do well in the class, he or she must be willing to put in the time and complete the readings from the textbook assigned each class period.

EN.660.250.02

Principles of Marketing

Marci DeVries

Overall quality of this course: 3.17

Summary:

Students agreed that the best aspects of this course included the several group assignments, which were thought to make the class environment more comfortable and facilitated learning. Many students felt that the professor's expectations were not well specified throughout the course and this then led to discrepancies between instructor and students. Suggestions for improvement included more clarification on what is expected from each student on each assignment before the assignment is due in addition to the creation of a more reliable syllabus presented at the start of the course. Future students should be aware that this course requires a lot of reading and tests and quizzes can at times, be rather specific in nature.

EN.660.250.03

Principles of Marketing

Theresa Jones

Overall quality of this course: 3.69

Summary:

The best aspects of the course included weekly quizzes, which helped students keep up with the readings and learn the material. Some felt that because the class only met once per week, each meeting required students to study a large amount of information from the textbook, which was both cumbersome and unreasonable. Suggestions for improvement include augmenting the testing methods of the course; perhaps changing the format of the quizzes from multiple choice to free response for example. Future students are encouraged to keep up with the assigned readings from the textbook. They should be willing to put in the necessary time before each class to prepare for the weekly quizzes.

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EN.660.250.04

Principles of Marketing

Cheryl Williams

Overall quality of this course: 3.42

Summary:

The best aspects of this course included material which was both interesting and practical and the use of multi-media sources which added variety to the lectures. Some students found the instructor to be somewhat unprepared for classes and felt that this often led to a waste in class time. Others commented on the lack of clarity in the expectations for each assignment. Suggestions for improvement included making directions for assignments more clear and explicit, as to alleviate disagreements in grading later in the course. Future students should note that retaining information read from the textbook is very important if one wishes to do well on the weekly quizzes, as they are often very specific in nature.

EN.660.300.01

Managerial Finance

Jack Powell

Overall quality of this course: 4.35

Summary:

The best aspects of this course included an instructor whose enjoyment of the subject being taught and enthusiasm directly aided students' understanding of the material and interest in the class. Although some felt there were not enough assigned problems working primarily with Excel, most were extremely pleased with the course and thus could not suggest improvements. Future students should be aware that while homework is optional, completing it greatly influences one's success on tests and quizzes.

EN.660.304.01

Financial Statement Analysis

Annette Leps

Overall quality of this course: 4.86

Summary:

The best aspects of this course included a professor who seemed to genuinely care about the welling being of the students Class material was thought to be applicable and relevant and provided a robust introduction to the analysis of financial statements. Some noted that the work compounded as the course progressed and the weighting of

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assignments was disproportional. Suggestions for improvement included developing a follow up class, taught by the same instructor, which would go into more depth. Future student are advised to take financial accounting first, as that class will help develop a sound foundation with which to build upon.

EN.660.308.01

Business Law I

David Fisher

Overall quality of this course: 4.06

Summary:

Student agreed that the best aspect of this course was a professor who utilized a good approach to learning the material and actually listened to student feedback throughout the semester. Despite the fact that, according to some, the class meetings often dragged on, most agreed that the class was well planned and interesting. A suggestion for improvement includes a change in the professor's teaching style. Some felt that the instructor should forgo going over the agenda at the beginning of each class, and simply jump directly into the material. This would avoid wasting time. Future students should be aware that the course assumes no background in law and is a good introduction to the subject.

EN.660.308.02

Business Law I

Mark Franceschini

Overall quality of this course: 4.33

Summary:

The best aspects of this course included interesting and engaging lectures, which covered a wide scope of material. Although some students felt that the three hour long class each week was unnecessary, many others seemed to want more. More homework, practice questions and group assignments would help students gain a better understanding of the concepts taught during lecture. Future students are encouraged to attend class and take notes, as both will significantly help when preparing for and taking the midterm exams.

EN.660.310.01

Case Studies in Business Ethics

Douglas Sandhaus

Overall quality of this course: 4.21

Summary:

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Students unanimously agreed that the best aspect of this course was the professor's teaching style, which utilized unique and often fun exercises. These exercises helped to get students involved and kept everyone engaged. Many students felt there was a lack of feedback on graded assignments, and as such, suggested that more thorough and timely feedback, especially on the case studies, which significantly help student succeed in the class. Future students should be aware that participation matters, and is the key to receiving a high mark in the class. That being said, most students recommended taking this course, as it was straightforward, entertaining and informative.

EN.660.311.01

Law and the Internet

Mark Franceschini

Overall quality of this course: 3.62

Summary:

The best aspects of the course included the use real life examples. The instructor would often discuss recent case studies which students found both interesting and entertaining. Some students felt that the numerous class cancellations on the professor's behalf interrupted the flow of the class. They too felt that the lack of feedback after assignments and exams prevented them from determining where they stood in comparison to others. Suggestions for improvement included restructuring the class as to provide students with more regular feedback and increasingly the availability of the teaching assistant. Future students should be prepared to participate in class regularly and be aware that this is an intellectually challenging class.

EN.660.332.01-02

Leadership Theory

William Smedick

Overall quality of this course: 4.71

Summary:

Students agreed that the best aspect of this course included an instructor who was genuinely invested in the wellbeing of the students. Not only did he take suggestions halfway through the semester and subsequently change the structure of the class to suite the student's needs, but he also interspersed personal stories during the lectures, which made the material feel more accessible and varied. Although students felt that the weekly papers became somewhat redundant by the end of the course, they did agree that they were necessary in learning the material. A suggestion for improvement included a change in the grading system in which would drop the lowest grade of the weekly assignments. Future students are encouraged to register for the class because the material can be applied to many areas of life.

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EN.660.333.01

Leading Change

Eric Rice

Overall quality of this course: 4.29

Summary:

The best aspects of the course included class discussions that were engaging and helped students to better understand the material. Some students felt the instructor was often disorganized. As a result, suggestions for improvement include restructuring the course syllabus to focus on business themes and issues. This would help to maintain order and keep the class on track. Future students are told that the class readings can be useful outside of the classroom and thus should not read halfheartedly.

EN.660.335.01

Negotiation/Conflict

Eric Rice

Overall quality of this course: 4.46

Summary:

Students unanimously agreed that the best aspect of the course included the structure of the class, which consisted of weekly class negotiations. These forced students to “learn by doing” and made students interact with their peers. Some students felt that the lack of prompt and sufficient feedback prevented them from learning from their past mistakes on consecutive assignments. Thus, suggestions included encouraging the instructor to provide instant feedback and a form of constructive criticism after each negotiation. Future students should be aware that this class is based upon an active learning philosophy. Students should know that each class requires a considerable amount of preparation and once at class, each student must participate.

EN.660.340.01

Principles of Management

Donna Crane

Overall quality of this course: 3.93

Summary:

The best aspects of this course included an instructor who students felt was both approachable and knowledgeable. Assignments helped to replicate what would be expected of in the business world and as a result were engaging, yet thorough. Many students commented on the heavy workload and disapproved of the use of the textbook. Suggestions for improvement included supplementing course readings with more current case studies. This would help maintain interest throughout the duration of

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the course. Students should be aware that although this class involved more work than other E&M classes, one is rewarded with invaluable information regarding management and its role in the business world.

EN.660.341.01

Business Process

Joshua Reiter

Overall quality of this course: 4.55

Summary:

Students agreed that the best aspect of this course included an engaging professor who consistently gave thorough and useful feedback. Some students felt that the slides used during lectures were outdated, and suggest that in the future, perhaps the class could analyze real business processes. Future students should be aware that attendance is mandatory and students are expected to complete a substantial case analysis each week.

EN.660.355.01

Sports Marketing

Leslie Kendrick

Overall quality of this course: 4.41

Summary:

The best aspect of this course included the inclusion of several guest speakers, each of which had something unique to offer and gave great insight into a career in sports marketing. Student also appreciated the instructor's preparedness. Almost all the students found the textbook to be quite repetitive and frankly boring, and thus strongly suggest the use of more case studies and hands on projects in the future. Student interested in taking this class should be aware that it is structured very similarly to that of Principles of Marketing, and it will significantly help if you are passionate about sports or sports marketing.

EN.660.358.01

International Marketing

Leslie Kendrick

Overall quality of this course: 4.16

Summary:

The best aspects of the course included the use of several case studies which helped, bring the text to life. Well-structured class periods and guest lecturers helped contextualize the material learned in class. Student found that the weekly quizzes do

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not often have to do with what is being discussed in class and as a result seem almost unnecessary. As a result, a suggestion for improvement includes enhancing the class period with a discussion of the text. This would both help students learn the material and validate the quizzes. Future students should be aware that although there is no final exam, there is a lengthy and in-depth group presentation assigned at the end of the class.

EN.660.404.01

Business Law II

David Fisher

Overall quality of this course: 3.75

Summary:

The best aspects of this course included an instructor who is experienced in the field of business law. Some students found that class time was often wasted as the instructor would easily get sidetracked. Suggestions for improvement, as a result, included developing a set schedule to ensure that all of the topics actually get covered by the close of the semester. This course is recommended for students wishing to further their legal education.

EN.660.460.01

Entrepreneurship

Lawrence Aronhime

Overall quality of this course: 4.59

Summary:

The best aspects of this course included an instructor who teaches practical information in an engaging way. Students walked away with important lessons that can be applied both in and out of the business world. The heavy amount of reading and case studies often made the students feel like they were simply doing busy work. As a result, several students suggested decreasing the amount of assignments given to the student, while making those that are retained more thorough and challenging. Future students are encouraged to take this class regardless of whether or not they see themselves as future entrepreneurs. The class teaches invaluable lessons and is useful for anybody willing to put in the necessary time.

EN.660.461.01-02

Engineering Business and Management

Illysa Izenberg

Overall quality of this course: 4.20

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Summary:

The best aspects of this course included class discussions, which were found to promote a sharing of ideas not present in other engineering courses. The delivery of material is effective and the variety of learning avenues helped maintain interest and promote learning. Some found that the lack of order or routine, including when assignments were due, was annoying and could have easily been rectified if a schedule had been developed prior to the start of class. Suggestions for improvement include allowing students to select their own learning groups, or forcing them to swap groups midway through the semester. Many got bored working with the same peers all semester long. Future students are told that the class will illustrate how teams function within corporations, and will teach how to analyze and find solutions to problems within a business context. This course is required and designed for Mechanical Engineering students.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
FILM AND MEDIA STUDIES

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- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.061.140.01

Introduction to Cinema, 1892-1941

Meredith Ward

Overall quality of this course is 4.55

The student's thoroughly enjoyed the professor. They said she was approachable, professional, and passionate about the subject matter; however, they stated that there are late night screenings and that there is a large time commitment. Some students said that no changes needed to be made to the class. Other students would like to see more structure in the class, as well as more opportunities to write critically about film. Future students should know that they should be ready to participate in the discussions, that this class requires a large time commitment, and that there is a lot of required reading.

AS.061.145.01

Introduction to Visual Language

Karen Yasinsky

Overall quality of this class: 4.75

The best aspect of the course was the amount and quality of feedback received on student's work. They enjoyed the hands-on nature of the course as well as the film

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selection. Most students thought there wasn't anything wrong with the course; however, some thought the reading should have been incorporated into the class and that the activities could be very time consuming. The class needs to have more time for certain projects – most students felt that a lot of opportunities were cut short due to time constraints. Future students should know that this is a great class and that they will have to submit their own films made in class.

AS.061.150.01

Introduction to Film Production

John Mann

Overall quality of this class: 4.44

The best aspect of this course was that it has an outstanding professor who gives students a lot of freedom. Most students felt that it had no bad aspects to it. Students wished that they had more class time to complete certain projects. Future students should know that this is a fun class.

AS.061.160.01

Lights, Camera, Action: Hollywood Film

Lucy Bucknell

Overall quality of this class: 4.40

The best aspect of this course was the ability to watch a wide variety of movies and enjoy discussing them together. The class makes you look at movies in a way you may not have considered in the past. The worst aspect of the course was that it met four times a semester, which made each class very long. Most students said more class time and fewer students would have improved the course. Future students should know that this is a fun course with easy readings that make discussion enjoyable.

AS.061.225.01

Special Topics: Introduction to Animation

Karen Yasinsky

Overall quality of this class: 4.6

This class had five or fewer comments.

AS.061.314.01

Screenwriting: Introduction to Scene

Matthew Porterfield

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Overall quality of this class: 4.43

The best aspects of the course were the challenging screenings and writings that improved the student's abilities. The worst aspect of the class was the lack of time - students felt the teacher rushed through the course work. Most students stated that more critiques, writing, and screenplay examples would help with the overall experience of the class. Future students should know that this is a serious class. They should only enroll if they are interested in film.

AS.061.328.01

Gangster Films

Lucy Bucknell

Overall quality of this class: 4.36

The best aspect of this course was the interesting, engaging, and informative lectures on the great selection of reviewed films. The professor, who is very dedicated to her students, provides extensive, helpful, and thoughtful feedback. The worst aspect of the course was that the screenings were at inconvenient times. Students were happy with the course and felt that nothing needed to be changed. Future students should have a love of film before taking this course. It has a large course load which requires you to think critically and analytically.

AS.061.358.01

Directing Actors

Matthew Porterfield

Overall quality of this class: 4.62

The best aspect of this course was the inspiring, passionate, and knowledgeable professor. Since he has recent experience as a successful director, he had many influential and crucial insights to directing actors. Some students were happy with the course and felt that there were no bad aspects to it; however, others felt that more organization and more professor-student interaction was needed to make the course more effective. Future students should know that this is a great class with a great professor.

AS.061.362.01

American and European Experimental Film

John Mann

Overall quality of this class: 4.64

FILM AND MEDIA STUDIES

The best aspect of this course was the professor and his discussions. The worst aspect of the course was the limited amount of time. Most students felt that they were cut short on needed information due to time constraints. More films, more reading, and more guest experimental filmmakers would improve this class. Future students are recommended to have an open mind.

AS.061.370.01

Theorizing Popular Culture

Meredith Ward

Overall quality of this class: 4.73

The best aspect of this course was the professor's lectures. The worst aspect of this course was the amount of personal stories shared with the class. The stories had nothing to do with the actual course and wasted class time; however, other students were happy with the course and felt that not much was needed for improvement. Future students must be ready to participate in this tough yet insightful class.

AS.061.371.01

Unrealities: The Fantastic in Film and Fiction

Lucy Bucknell

Overall quality of this class: 4.5

The best aspect of this class was the reading selection. They were very insightful and a great help to the class. Some students stated that some films were not very interesting and that there was a lack of clarity to the assignments. Students felt that an increase in the number of films would be a great addition to the class. Future students should be prepared to stay organized and do the course work on time.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
GENERAL ENGINEERING

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- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.500.101.01
What is Engineering?
Michael Karweit

Overall quality of this course: 3.03

Summary:

Students enjoyed that the course provided an overview of all different types of engineering. Some students often found the labs to be interesting, but found the lectures to be fairly boring and disorganized. Suggestions for improvement included structuring the class differently. Many suggested that the class should focus on one type or field of engineering offered at the university per week. This would help them better understand what exactly it is that those type of engineers do, and thus would be better able to decide on a major. Future students should be aware that although students felt the class was informative, they too felt there were better classes to take as an undecided engineer.

EN.500.200.01-02
Computing for Engineering & Science
Michael Karweit

Overall quality of this course: 3.74

Summary:

Student felt the best aspect of this course was the way and manner in which they were introduced to programming in MATLAB. They felt many of the problems and material

GENERAL ENGINEERING

taught were applicable to real world problems and were easily able to see the correlation between homework and lecture material. This being said, some students felt that the exams did not successfully test ones knowledge or ability to code with MATLAB. Students unanimously believed that more MATLAB should be taught, and they even requested additionally assignments in order to better learn and master the skills taught. Future students should be aware that while no previous programming experience is necessary, it will certainly help on assignments and exams. This course acts as an introductory class to MATLAB but will not teach everything one needs to know.

EN.500.401.01

Research Laboratory Safety

Daniel Kuespert

Overall quality of this course: 4.25

This class had 5 or fewer comments.

EN.500.602.01

Seminar: Environment and Applied Fluid Mechanics

Charles Meneveau

Overall quality of this course: 4.43

This class had 5 or fewer comments.

EN.500.745.01

Seminar in Computational Sensing and Robotics

Louis Whitcomb, Peter Kazanzides, Ralph Etienne Cummings, Rene Vidal

Overall quality of this course: 4.26

Summary:

Students enjoyed listening to the researchers from various universities and generally found the lectures interesting. This being said, a few students would have liked to see a greater variety of guest speakers and were sometimes disappointed in the effectiveness of the presenters. Students found the meeting time inconvenient as it routinely fell during lunch. They would have liked to seen food or snacks offered during the seminar. Future students should know that this class in meant to enhance one's background in many different research areas, and PhD students are encouraged to attend.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.570.108.01

Intro to Environmental Engineering

Hedy Alavi

Overall quality of this course: 4.02

The best aspects of this course were the extra credit field trips and a knowledgeable and enthusiastic professor who was very involved with his students. The worst aspect of the course was the professor’s lectures. They were slow, unfocused, and had a surplus of unneeded information. Students said that having a more interactive lecture and a varied class structure would improve the class. Future students are recommended to go to all class, pay close attention to the professor’s instructions, and do the homework.

EN.570.205.01

Ecology

Grace Bush

Overall quality of this course: 3.41

The best aspects of this course included great hands-on field trips, fair exam structure, and an instructor who was approachable, interesting, and personable. The worst aspect of this course was the often hard-to-hear and sometimes unfocused lectures that were hard to get through. The lectures were hard to understand and take notes on. Students said that more organized lectures would improve the course along with a microphone so the instructor could be heard. Future students should pay close attention in class and take good detailed notes.

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

EN.570.301.01

Environmental Engineering Fundamentals I

Kai Loon Chen

Overall quality of this course: 4.08

The best aspect of this course was how detailed and organized the professor's lectures and notes were. The professor clearly stated what a student was expected to know for the exams. The worst aspect of this course was that it could get boring at times. The lectures came right out of the textbook, which made class uninteresting. Students said they would like to have a syllabus for grading procedures - it would prevent the loss of points on graded homework if they knew what was expected of them. Future students should not miss a lecture since attendance is important.

EN.570.305.01

Environmental Engineering Systems Design

Joseph Ellis

Overall quality of this course: 4.82

The best aspect of this course is the professor. He is an exceptional teacher who is nice and caring. He is invested in the success of each student and provides a comfortable environment which is conducive to learning. The worst aspect of this class is that it is fast paced. This makes the concepts difficult to grasp for some students. Students said that having more opportunities for practice and feedback would improve the course. Future students should know that this class has a lot of work but has a great professor to get you through it.

EN.570.320.01

Topics on Appropriate and Sustainable Technology for Developing Communities

William Ball

Overall quality of this course: 3.86

The best aspects of this course were the varied and interesting guest speakers. The worst aspect was that the course was a little disorganized. The syllabus underwent five or six hefty revisions, which made it difficult for students. Students said that having a more organized syllabus and having timely feedback would improve this class greatly. Future students should know that this is an interesting class with a large workload.

EN.570.334.01

Engineering Microeconomics

Benjamin Hobbs

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

Overall quality of this course: 3.29

The best aspect of this course included a professor who was passionate, knowledgeable, and experienced. The lecture topics were interesting and the exams were fair. This helped keep students attentive and focused. The worst aspects of this course were the unclear homework assignments and lectures. Class was often hard to follow making it hard to take notes. Students said that better structure to lectures, clearer more organized notes and a defined correlation between lectures and textbook chapters would improve the course. Future students should attend class because it is fast paced and very demanding.

EN.570.351.01

Intro to Fluid Mechanics

Peter Whitlock

Overall quality of this course 3.54

The best aspect of this course was the TA Brendan. He was very helpful and willing to work through concepts and problems. The worst aspect of this course was the professor's lectures. Students say that changing the professor's lecture style would improve the class. Future students should know to read the text and do the homework because this is a tough class.

EN.570.353.01

Hydrology

Markus Hilpert

Overall quality of this course: 3.29

The best aspects of this course were the professor and the well-organized syllabus. The worst aspects of this course were the lectures that were not very engaging. Students had a hard time focusing and getting involved with the class. Students said that a better textbook would greatly improve this course. Future students should know that this is a tough class filled with a lot of calculus.

EN.570.395.01

Principles of Estuarine Environment: Chesapeake Bay

Grace Bush

Overall quality of this course: 3.64

The best aspects of this course were the informative lectures and interesting topics. This helped keep students involved, which ultimately lead to better grades in the class. The worst aspect of this course was the difficult analytical readings. Students said that fewer

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readings and more Power Points would improve this course. Future students should start working on the major research paper early because it is a huge part of your grade.

EN.570.403.01

Ecology

Grace Bush

Overall quality of this course: 3.71

There were five or fewer comments provided.

EN.570.406.01

Environmental History

Erica Schoenberger

Overall quality of this course: 4.62

The best aspects of this course were the interesting class discussions and a professor who created an environment that was conducive to learning. The worst aspect of this course was the large and sometimes dense reading load. Students said that less reading would improve this class. Also they would like to have more feedback from the instructor and more guidance on the grading system. Future students should know that there is a lot of reading in this class.

EN.570.411.01

Engineering Microbiology

Edward Bouwer

Overall quality of this course: 4.5

The best aspect of this course was a teacher who gave outstanding lectures. The worst aspect of this course was the homework. It was difficult and did not follow the material presented in lecture. Students said that modifying the labs and clearer handwriting on the blackboard would improve this class. Future students should know that this is a tough course with a number of problem sets, labs, and homework.

EN.570.419.01

Environmental Engineering Design I

Edward Bouwer

Overall quality of this course: 3.93

The best aspect of this course was the guest lecturers. They were very entertaining and provided a new prospective on certain topics. The worst aspect of this course was that

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some of the lectures were dull or unrelated to course topics. Students said that more interactions and clearer expectations would improve this class. Future students should pay close attention in class and follow the syllabus.

EN.570.428.01

Problems Applied in Economics Research

Steve Hanke

Overall quality of this course: 4.75

This class had 5 or fewer comments.

EN.570.442.01

Environmental Organic Chemistry

A Roberts

Overall quality of this course: 4.38

The best aspects of this course were the lectures. They were easily understood and made students think critically. Students said that the worst aspect of the class was the homework. They were slightly confusing and made the class frustrating. Better homework and more detailed assignments would improve this class. Future students should have a strong chemistry background and be ready to work hard.

EN.570.443.01

Aquatic Chemistry

Alan Stone

Overall quality of this course: 4.6

The best aspects of this course were the great paced well-organized lectures and a professor with a great personality. Students said the worst aspect of this course was the amount of algebra required. It made a lot of the work more challenging than some thought it had to be. Students also said that more legible writing on the blackboard would improve this class. Future students should know that this is a challenging course with a lot of homework.

EN.570.445.01

Phys/Chem processes I

William Ball

Overall quality of this course: 3.8

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This course had a lot of relevant and practical material, which made it very interesting. Students said the worst aspect of this course was the disorganization from the professor. More in-class examples and problems would improve this class. Students said that the professor should have emphasized the important equations. Future students should know that this is a fast-paced interesting class.

EN.570.470.01

Applied Economics and Finance

Steve Hanke

Overall quality of this course: 5

This class had 5 or fewer comments.

EN.570.490.01

Solid Waste Engineering and Management

Hedy Alavi

Overall quality of this course: 4.64

The best aspects of this course were the great landfill trips and a very enthusiastic professor. The worst aspect of this course was the length of the class. Students said that a three hour-long course was very boring and could drag on at times. Students also said that switching the class to twice a week and adding more reading would improve the class. Future students should know to be dedicated and focused during class.

EN.570.493.01

Economic Foundations for Public Decision Making

Benjamin Hobbs

Overall quality of this course: 4.41

The best aspects of this course were the interesting material covered and a great professor. Most students thought that there was nothing wrong with the course. Students said that less homework, more review sessions, and a smaller class size would improve this class. Future students should know that this is a challenging class that requires a strong foundation in math.

EN.570.495.01

Mathematical Foundations for Public Decision Making

Benjamin Hobbs, Justin Williams

Overall quality of this course: 3.85

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The best aspects of this course were Professor Williams' teaching style and pace. He takes the time to address student questions and never seems rushed. The course was also very structured and organized; however, the material can be very boring and dry. Students said the class could be more engaging and lively. They also would like more examples related to homework presented in class and more calculations done on the blackboard. Future students should know that this is a tough yet practical class, and they should be aware that the homework is very important -some tricky details can lower your grade. Also grading can be harsh so it is take advantage of the professors' office hours.

EN.570.497.01

Risk and Decision Analysis

Seth Guikema

Overall quality of this course: 4.47

The best aspects of this course were the interesting lectures and relevant material. The worst aspects of this course were the class size and duration. Students said that a three hour-long class with thirty-five people was a problem. Students also said that splitting the class into two 1.5-hour sessions would improve this class. Future students should know that this is a fast paced class with a lot of work.

EN.570.661.01

Applied Math for Engineers

Markus Hilpert

Overall quality of this course: 4.03

The best aspect of this course included great material and helpful problem sets to keep students on track. The worst aspects of this class were the speeds of the lectures. Students said that they were too fast and that if you missed something, it could derail the understanding of a topic. Students also said that more review session, longer homework, and more communication from TA's would improve this class. Future students should know that this is an easy class at first that will eventually get very difficult.

EN.570.680.01

Environment and Society

Erica Schoenberger

Overall quality of this course: 4.75

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The best aspects of this course were the topics that kept students interested and engaged. The worst aspect of this course was the large amount of reading. Students said that more feedback on their work would improve this class. Future students should know that this is an interesting class with a lot of reading.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
GERMAN AND ROMANCE LANGUAGES AND LITERATURES

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- 5-Excellent

AS.210.1O1.01-04

French Elements I
Claude Guillemand

Overall quality of this course: 4.68

Summary:

Students said the professor was a very effective teacher who created an atmosphere that was conducive to learning. She was enthusiastic thorough, clear, and organized. They felt the immersion aspect of the course effectively contributed to learning a new language. Many students commented that they liked Tuesday's story which emphasized pronunciation and listening skills. Some students commented that the worst aspect of the course was that there was a lot of tedious work. Also the daily homework is sometimes difficult to keep up with. To improve the course, students suggested more feedback on individual pronunciation and progress and making sure the Tuesday narrative class starts and ends on time. Students also wanted more opportunities for oral practice. Future students should know that the course is conducted in French. It requires dedication because the student will need to regularly practice pronunciation and memorize words outside of class time.

AS.210.111.01-05

Spanish Elements I
Loreto Sanchez, Michelle Tracy

Overall quality of the class: 4.42

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Summary:

The best aspect of the course is that course is conducted entirely in Spanish. The professor makes the course challenging yet exciting and interactive. Since this is a small class, the atmosphere is friendly and you get a lot of opportunity to practice speaking. The worst aspect of the course is the technical problems with MySpanishLab. Also the grading system was not consistent. There were students in the class who were not at the introductory 100 level. This made speaking in Spanish intimidating. To improve the course, students suggested more opportunities to practice speaking and listening skills. They also suggested giving short assignments each week on MSL instead of a whole chapter every 3 weeks. Students also wanted everyone in the class to be on the same level. Future students should know be ready to study and review the material every day. You will also need to purchase MySpanishLab.

AS.210.112.01-04

Spanish Elements II

Loreto Sanchez, Michelle Tracy

Overall quality of this course: 4.26

Summary:

Students said the interactive and dynamic nature of the class and the ability to work frequently in small groups provided an ideal environment for learning Spanish. The found the professor the best part of the course because he was energetic, passionate, easy to understand, and knowledgeable. The worst part of the course was the My Spanish Lab (MSL) online activities that would grade an answer wrong for irrelevant mistakes. Students also said MSL were difficult to understand and complete. To improve the course some students suggested more challenging opportunities for oral practice while others wanted more focus on culture and reading. Students would also like less reliance on MSL and they would like homework that was graded by a TA or professor instead of Pearson's. Future students should know that class participation is essential to your grade and your understanding of the language.

AS.210.151.01-04

Italian Elements I

Alessandro Zannirato

Overall quality of this course: 4.0

Summary:

Students said the best aspect of this course was the interactive and conversational approach to learning. It was a fun learning environment that did not emphasize vocabulary lists and grammar rules. The worst aspects of the course were the difficult exams, the fact that most assignments were due around the same time, and the fact that tests were the day after the quizzes. Also, the textbook was completely in Italian

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which made it not very useful for a beginner level language course. To improve the class, students suggested more organization, more verbal practice and review sessions, and balancing out the workload throughout the semester. Students would also like to have a vocabulary list. Future students do not need a background in Italian to take this course; however, having a grasp of another romance language will help. The class is in Italian from the beginning of the semester so it is relatively intense and demanding. The class relies on intuitive self-taught learning

AS.210.161.03

German Elements I

Bryan Klausmeyer

Overall quality of this course: 3.88

Summary:

Students said the course was interactive and fun with many exercises and opportunities to help you learn. The worst part of the course is that it is sometimes poorly organized and students often are unsure of what is expected of them. To improve the course, students suggested better organization and more communication between the TA's. Future students should know that a background in German is not necessary; however, as it is with any language course, students must be willing to spend a lot of time outside of the classroom practicing the language.

AS.210.161.04

German Elements I

Deborah Mifflin

Overall quality of this course: 4.57

Summary:

Students said the best part of the course were the interactive activities, and the good interaction between the professor and students. Frau Mifflin has an extremely effective and articulate teaching style. Her feedback on both journals and quizzes was quite helpful. The worst aspect of the class was the Tuesday sections – they were not very useful. To improve the course, students suggested restructuring the Tuesday class. Future students should know that this class is very demanding and that previous exposure to the German language is helpful.

AS.210.177.01

Portuguese Elements

Joyce Anitagrace

Overall quality of this course: 4.42

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Summary:

Students found the professor dynamic, thorough, clear, and easy to understand. She is approachable and provides correction and guidance in a helpful manner. The worst part of the course is the limited amount of time spent speaking and practicing the language. To improve the class, students suggested having more time spend on conversation and oral skills. Future students should know that grading is fair, the class is interesting, and the homework is very helpful.

AS.210.201.01-04

Intermediate French I

Suzanne Roos

Overall quality of this course: 4.28

Summary:

Students said the best part of the course was the in-class discussions and detailed revision exercises before every exam. It is an effectively different interactive approach to learning a language. Students said the assignments and evaluations were extremely helpful and reinforced the material that was taught. The worst aspect of the course was the online exercises. While some students enjoyed watching the films, some students did not like having to watch films outside of class time in the library. To improve the class, students suggested more organization, more in-class discussions, and less use of the online exercises. Also students suggested limiting the number of students in each section so

AS.210.203.01-03

High Intermediate French I

April Wuensch

Overall quality of this course: 4.03

Summary:

Students said the best part of the course was the way the professor incorporates fun activities into the class. She uses French advertisements, tabloids, featured articles, poetry, classical literature, comic books, and music as teaching resources. Students found her teaching style upbeat, engaging, challenging, helpful, organized, and encouraging. The worst aspects of the course were the difficult readings and the teacher's quick speaking pace. Also, not enough time was spent on grammar. To improve the class, students suggested presenting the grammar in a more systematic method along with having grammar exercises that are more representative of what will be tested on in the quiz. Students also would like to have homework returned in a more timely fashion. Future students should know that you definitely need a background in French to take this class; however, the grading system is fair and the class is challenging and fun.

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AS.210.211.01-06

Intermediate Spanish I

Barry Weingarten, Loreto Sanchez

Overall quality of this course: 3.95

Summary:

Students found the instructor, Julia Eichstedt, very dedicated to helping her students learn not only the Spanish language and grammar, but also the culture and themes in the short stories that were read in class. She was always available for additional help. Also, the small class size allowed for great discussions. Students found the instructor, Javier Nunez, very encouraging. They said Professor Perez was knowledgeable and engaging. The worst part of the course was that the exams were difficult. Also students found MSL grading unfair since you were not allowed to go back and change your answer. They also said that they experienced frustrating technical problems when using MSL. Some students said that Professor Weingarten was sometimes intimidating, disrespectful, and curt to students. To improve the class, student suggested more class discussion, more emphasis on culture, more diverse in-class activities, and removal of MSL activities. Future students should practice their Spanish nightly and be ready to participate in class. This class is difficult if the student has only a basic knowledge of Spanish.

AS.210.212.02-05

Intermediate Spanish II

Loreto Sanchez, Barry Weingarten

Overall quality of this course: 3.87

Summary:

Students said the best aspect of the course was that it was well-structured and organized and that class time was used effectively. They said the instructor Naiara Martinez was energetic, engaging and supportive while she created an atmosphere that was conducive to learning; however, some students said the course was boring because it became repetitive and predictable. They also said the MySpanishLab is not an effective way to teach students grammar and vocabulary since it is often difficult, tedious, and filled with technical problems and buggy software. They also said that the Professor Weingarten sometimes made rude and insensitive comments which created an environment where students did not want to speak up in class. To improve the course, students suggested using more creativity and less structure for the day's teaching plan. They also suggested that the instructor provide feedback in a more tactful manner. Future students should know that a background in Spanish is required since the class is conducted entirely in Spanish. Also, they should be comfortable speaking spontaneously in Spanish.

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AS.210.251.02-04

Intermediate Italian I

Alessandro Zannirato

Overall quality of this course: 4.12

Summary:

Students said the best aspect of the course was the feedback they received from the instructor. They said Professor Zannirato is very passionate about teaching and always gave 100% of herself to the students. The worst aspect of the course was that all the assignments and tests were scheduled within a 3 week period. Students would like to see the due dates of the graded assignments balanced out over the semester. They would also like to see more emphasis on speaking and listening. They would also like more guidance on test preparation as well as curved grading to normalize the difference in grading between the sections. Future students should know that the workload is appropriate and that they should be comfortable with speaking in groups since it is done in class each day.

AS.210.261.01

Intermediate German I

Nina Tolksdorf, Heidi Wheeler

Overall quality of this course: 3.6

Summary:

Students said the best aspect of the course was the instructor challenging them to talk in German for the entirety of the class. This gave the students ample opportunity to improve their speaking skills. Also there was exposure to the German culture. The worst aspect of the course was the lack of clarity on exam expectations and assignments. Students wanted more work on vocabulary and conversational skills. Future students should know that they should have German language skills and that they should be prepared to participate.

AS.210.261.02

Intermediate German I

Marcus Heim, Heidi Wheeler

Overall quality of this course: 3.11

Summary:

Students said the best aspect of the course was the small class size which made learning the language easier. It also produced a collaborative learning environment. The worst aspect of the course was that it was disorganized and work was assigned at the last

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minute. Also expectations were unclear. Students wanted a new textbook and a more detailed syllabus that specified homework due dates. Future students should be prepared for a lot of work.

AS.210.261.03

Intermediate German I

Heidi Wheeler

Overall quality of this course: 4.0

Summary:

Students liked that the class focused on German culture, history, and politics through videos, music, readings, recordings, and conversations. They said there was daily opportunity to practice speaking. The worst aspect of the course is that expectations and requirements are not clearly stated. To improve the class, students suggested more organization in the course structure. Some students did find the course repetitive and slightly boring. Future students should know that the course requires constant practice but does not involve too much homework.

AS.210.261.04

Intermediate German I

Anja Ketterl, Heidi Wheeler

Overall quality of this course: 4.12

Summary:

Students said the best aspect of the course was the teacher-student interactions. The small class size allowed for individual attention and created an intimate environment for learning. Students said the worst aspect of the course was the amount of 'busy work' and the fact that the homeworks were difficult and not effective. To improve the class, students would like to have more speaking opportunities in class along with more time spent discussing grammar and vocabulary.

AS.210.277.01

Intermediate/ Advanced Portuguese

Mary Bensabat Ott

Overall quality of this course: 4.12

Summary:

Students said the best aspect of the course was the instructor who is genuinely concerned that her students learn the material. There were many opportunities to practice speaking the language. The worst aspect of the course was the unclear grading policy and unclear due dates on the syllabus. The students would like to have more

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lessons on Brazilian history, geography, and culture. Students would also like to have a new textbook. Future students should know that they should be aware of the due dates of the numerous homework assignments. Students also said that the course requires a lot of time and effort spent memorizing.

AS.210.301.01-07

Advanced Writing and Speaking in French

Bruce Anderson; Kristin Cook-Gailloud

Overall quality of this course: 4.20

Summary:

The casual class discussion within a small class was the best aspect of this course. The manner in which grammar and vocabulary was taught in this class was somewhat confusing, more emphasis should have been placed on concept instead of memorization. More diverse and current themes in French culture for the commentaries as well as more incorporation of grammar would improve this course. Prospective students should have a solid understanding and true appreciation of the French language. Students should be prepared for weekly written assignments with follow up verbal discussions.

AS.210.311.01-05

Advanced Spanish I

Aranzazu Hubbard, Loreto Sanchez

Overall quality of this course: 3.22

Summary:

Students said the best aspect of the course were the intriguing in-class discussions that gave ample speaking opportunities. Most students said their fluency and reading skills noticeably improved. Also students said the class is well organized and structured. The worst aspect of the course is that students did not feel they were prepared for the exams. They said the homework and class discussions were at a basic level but the exams are much more difficult and graded harshly. Students also said the class can become repetitive since there is little variety in the teaching schedule. To improve the course, students suggested incorporating more variety in the daily class activities, reevaluating the difficulty level of the exams, and curving the exams. Future students should be able to speak Spanish confidently. Also they should know that this is not an easy class and the exams are fairly difficult and long.

AS.210.312.01-03

Advanced Spanish II

Aranzazu Hubbard, Loreto Sanchez

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Overall quality of this course: 3.81

Summary:

Students said the best aspect of the course were the good class discussion. Also the course is totally taught in Spanish by a native speaker. They found Professor Gefael encouraging, helpful, available, fair but challenging. The worst aspects of the course were the exams. Students said the online tests marked answers wrong due to typos, there was no curve to the tests, and found the exams were too long and difficult. To improve the course, students suggested replacing some of the online assessments with quizzes that are graded by the instructor. They also suggested having a more diverse and varied lesson plan to keep the students engaged. Future students should have a strong background in Spanish. The workload is manageable; however, some of the readings are very difficult. Also, they should also be prepared for daily homework.

AS.210.313.01

Medical Spanish

Maria Ramos

Overall quality of this course: 4.46

Summary:

This course has a great professor who facilitates interesting class discussions. Students felt it was clear what topics to study and felt that this course enhanced both their grammar and vocabulary skills. The worst aspect of this course was the lack of grade feedback. Students also did not like the grading structure since the grading was not curved. Students wished there was less emphasis on reading comprehension and a stronger focus on in class speaking activities. Future students should know this course requires a lot of memorization and strong Spanish background.

AS.210.313.02

Medical Spanish

Maria Ramos, Loreto Sanchez

Overall quality of this course: 4.71

Summary:

This course provided valuable information that is practical, interesting, and relevant to a medical setting. Students felt it was clear what topics to study and felt that this course enhanced both their grammar and vocabulary skills. The worst aspect of this course was the lack of feedback on graded assignments. Students suggested improving the student-assessment so that they can get feedback on their progress as well as areas that need improvement. Students also wanted more timely return of graded material. Future

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students should know this course requires a lot of memorization and strong Spanish background.

AS.210.314.01

Business Spanish

Maria Ramos, Loreto Sanchez

Overall quality of this course: 4.00

There were five or fewer comments for this course.

AS.210.316.01-02

Conversational Spanish

Loreto Sanchez, Maria Ramos

Overall quality of this course: 3.71

Summary:

Students said the best aspect of the course were the many speaking opportunities that are presented in a variety of activities. The professor kept the class interesting and provided good constructive criticism and feedback. The worst aspects of the course were the difficult listening sections of the exams along with the online assignments and assessments. They are not really reflective of the student's knowledge of the language. Students also said the class can be boring and monotonous at times. To improve the course, students suggested a more even distribution of grades, less structured forms of conversation and more spontaneous conversation opportunities. Future students should know that this course requires constant review.

AS.210.351.01-02

Advanced Italian I

Alessandro Zannirato

Overall quality of this course: 4.07

Summary:

Students said the best aspects of the course were the ample opportunities to practice speaking. They like learning about the culture through the artistic texts and varied media (poetry, short stories, philosophical excerpts, and YouTube videos). The worst aspect of the course is that it is poorly designed and structured. Assignments are all due around the same time and the topics that are discussed are random and irrelevant. To improve the course, students suggested a more systematic approach to learning grammar. They also wanted a syllabus with expectations clearly defined. Future students should be prepared to participate in class – it is the best way to learn the language.

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AS.210.361.01

Adv German I : Cultural Topics of the Modern German-speaking World

Christina Hinz

Overall quality of this course: 4.11

Summary:

Students said the best aspects of the course were the small class size and individual attention from the professor. The worst aspect of the course is the heavy workload. To improve the class, students suggested deleting the weekly small assignments and replacing them with a few challenging ones. Future students should know that there is a lot of writing in this course.

AS.210.361.02

Adv German I : Cultural Topics of the Modern German-speaking World

Deborah Mifflin

Overall quality of this course: 3.75

Summary:

Students said the best aspect of the course was learning about German culture through different forms such as music, film, and texts. The worst aspects of the course were the demanding workload and difficult reading material (i.e., the book at the end of the course). To improve the course, the students suggested spending more time discussing material and cohesive and specified instruction. Future students should know that this is a high level German course that requires the students to watch movies with no subtitles, read and analyze an entire novel in German. It has a demanding workload.

AS.210.363.01

Business German

Deborah Mifflin, Heidi Wheeler

Overall quality of this course: 4.38

Summary:

Students said the best aspect of the course was its practical nature. The material was useful for the business world and job market. The small class size made the class fun and engaging. The instructor was very knowledgeable. The worst aspect of the course was that too much English was spoken and there was not enough emphasis of German vocabulary. To improve the course, students suggested offering the course in 2 semesters, more writing assignments, and ensuring the students are at the same proficiency level. Future students should know that the student must have strong German skills.

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AS.210.411.01

Curso de Traduccion par alas Profesiones

Maria Ramos, Loreto Sanchez

Overall quality of this course: 4.36

Summary:

The best aspect of this course is that students noticeably saw their translation skills increase. The professor was very friendly willing to help. The worst part of the course is that there was not much grading feedback, so students couldn't mark their grading progress. Students would improve this course by making it a year long, two-semester course in order to cover more topics in detail. Future students should be aware that the homework is sometimes tedious and the class is taught completely in Spanish.

AS.210.417.01-02

Eloquent French

Kristin Cook-Gailloud

Overall quality of this course: 4.75

Summary:

The best aspect of this course is that the students saw a large improvement in their language and writing skills, mostly as a result of the weekly essay assignments. Students felt that they were able to learn a lot of new expressions and vocab. The professor was very caring and willing to help and give personal attention to whoever wants it. The professor is also very helpful giving feedback and tips for improvement. The worst aspect of this course is that there is a lot of written homework and there is a lack of practicing speaking and conversational skills. Future students should know that this course has a heavy emphasis on writing.

AS.211.205.01

Cosmic Imagination from Dante to Borgex

William Egginton

Overall quality of this course: 5.0

This class had 5 or fewer comments.

AS.211.213.01

Breast Cancer : A Cultural-Theoretical Approach to an Illness and its Meaning

Bernadette Wegenstein

Overall quality of this course: 4.5

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Summary:

Students said the in-class discussions were the best aspect of this course. The professor was passionate and encouraged personal reflection. The worst aspect of the course was the heavy reading load. The articles were interesting; however, it became overwhelming at times. To improve the course, students suggested fewer readings per week so that each reading can be reviewed in more depth. Future students should know that some students said that this was one of the most interesting classes they have taken at JHU. They said the professor is fantastic and you should be prepared to participate in a lot of class discussions.

AS.211.235.01

Panorama of German Thought I

Elisabeth Strowick

Overall quality of this course: 4.2

Summary:

This class had 5 or fewer comments.

AS.211.340.01

Topics in French Cinema : Le crime au cinema

Suzanne Roos

Overall quality of this course: 4.14

Summary:

Students said the best aspect of the course was the knowledgeable professor who led interesting class discussion. Students also enjoyed the movies chosen by the professor. The worst aspect of the course was that some students did not feel challenged enough and said their language skills did not improve a lot. To improve the course, students suggested a change in the quizzes. They it should be based on film discussions. Also, there should be more opportunity for speaking. Future students should know that this course is interesting and it is a chance to watch a lot of great films you may not have otherwise seen.

AS.211.390.01

Modern Spanish Culture

Loreto Sanchez, Amy Sheeran, Harry Sieber

Overall quality of this course: 4.14

Summary:

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Students said the best aspect of the course were the interesting readings and movies. The instructor Amy Sheeran was very knowledgeable and organized each class into an effective introduction to the assignment and class discussion. The worst aspect of the course is that the students felt that this was more of a literature course than a culture course. Also some of the readings were dense and difficult. To improve the class, students would like to see other areas of culture besides literature discussed. Also, students wanted more direction on what to focus on while doing the reading assignments. Future students should know this course involves a lot of reading and several writing assignments.

AS.211.401.01-03

La France Contemporaine I

Bruce Anderson

Overall quality of this course: 4.37

Summary:

Students said the best aspect of the course were the in-class lectures and discussions. There were many opportunities to practice speaking and listening skills. Students said the information on modern French culture was very interesting and useful. The professor is easy to understand, organized, and engaging. The worst aspect of the course was that some students did not find it challenging. Other students said there were no bad aspects to the course. To improve the course, students suggested varying the sources and teaching methods and not relying solely on Power Point slides. This would make the lectures more engaging. Also students would like more feedback on the assignments and their speaking ability. Future students should know the workload is light and it is a fun class that many students would recommend. It is a straightforward class with a manageable workload and fair grading system.

AS.211.431.01

Desecrating the Sacred Heart : Science, Religion and Art in Fin-de-Siècle France

Kristin Cook-Gailloud

Overall quality of this course: 4.78

Summary:

Students said the best aspect of the course was the professor. She radiated enthusiasm, provided comprehensive feedback, encouraged students, and made class fun with her sense of humor. The worst aspect of the course was that lectures were sometimes not coherent and students were unsure of the purpose of the lecture. Also, students said the grading rubric for tests and essays were not clear. To improve the class, students suggested having the readings available from the beginning of the course instead of posting them before class. Also students would like to see media other than writing

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incorporated in the class. Future students should know that the class is fun but that some of the readings are dense.

AS.212.324.01

Vive la Difference!: Belonging and Difference in Contemporary France

Emine Fisek

Overall quality of this course: 4.71

Summary:

The best aspect of this course was the engaging and insightful professor. Students felt she was always available to help and led interesting class discussion. Students also commented that the readings were often overwhelmingly long. One of the worst aspects of this course is that the students were required to watch films in their free time, rather than during class time is interesting. Students also wished for more grade feedback throughout the year. Future students should know that there is a heavy writing emphasis for this course.

AS.212.333.01

Introduction a la literature francaise

Jacky Neefs

Overall quality of this course: 4.78

Summary:

The best aspect of this course is that the professor is genuinely concerned with teaching and engaging his students. He is an excellent lecturer; however, students wanted more student interactions during the in class discussions. Students felt that that the class time should be more structured with smaller homework assignments to facilitate discussion. The worst aspect of this class was that there were too many books to read and not enough time to thoroughly discuss them all. Future students should know that this class is very reading-intensive and that there are no exams, just papers and presentations.

AS.212.333.02

Introduction a la literature francaise

Brian Reilly

Overall quality of this course: 4.26

Summary:

This course has an enthusiastic and knowledgeable professor. One of the best aspects of this course is that there is a great reading selection and a good classroom dynamic. One of the worst aspects of this class was that there was a lack of feedback on quizzes and assignments. Prospective students should know that the only grades are two oral

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presentations and two papers and that there is a heavy emphasis on reading for this class.

AS.213.310.01

Classic German Theater

Katrina Pahl

Overall quality of this course: 4.6

There were five or fewer comments for this course.

AS.214.330.01

Love and War in Italian Literature

Pier Forni

Overall quality of this course: 4.83

There were five or fewer comments for this course.

AS.214.350.01

The Eternal City: Rome in Literature and Film

James Coleman

Overall quality of this course: 4.33

Summary:

This course has a great, knowledgeable professor and students felt they really improved their Italian language skills. The class was mainly based on discussion, but the professor was great at encouraging class participation. The worst aspect of this course was that the professor was a tough grader and students wished for more constructive criticism. Students also wished that the class would be broken up into two shorter class periods, rather than just one long period. Future students should know that this class requires a high level of Italian.

AS.215.231.01

Introduction to Literature in Spanish

Gabrielle Ponce, Harry Sieber

Overall quality of this course: 3.83

Summary:

Students said the best aspect of the course was Professor Ponce. She was approachable, knowledgeable, and enthusiastic. Also, the course provided a good anthology of some of the great Spanish literature. The course provided a good range of authors, literary

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styles, and time periods. The worst aspect of the course was the lack of time to thoroughly discuss the readings. The professor was not well-organized and did not stay on task with the syllabus. To improve the class, students suggested decreasing the reading load so each reading could be covered in more depth. Future students should know that the grading system is fair; however, there is a lot of reading due each week.

AS.215.231.02

Introduction to Literature in Spanish

William Egginton, Manuel Monge

Overall quality of this course: 4.27

Summary:

Students said the best aspect of the course was the material covered and the discussions in Spanish. The worst aspect of the course was the lack of organization and structure. Students said the readings were fragmented and sometimes they would start reading in the middle of a novel. The expectations for writing assignments were not clearly defined. To improve the class, students suggested re-organizing the syllabus so that the readings were chronological instead of randomly jumping from one time period to another. Future students should know that most of the readings are in old Spanish. Students should have a strong mastery of Spanish speaking, reading, and writing.

AS.215.325.01

Muslim Spain

Nadia Altschul, Harry Sieber

Overall quality of this course: 4.11

Summary:

Students said the best aspect of the course were the knowledgeable professors who encouraged discussions of the text and allowed the class to explore topics that were not on the syllabus. Students found the course material interesting. The worst aspect of the course is that some of the readings can be dense. Also, some students found it detrimental to have 2 different professors. They said the switch between professors was jarring and that it negatively impacted grading. To improve the course students suggested having the instructors teach side by side so a greater connection is made between the first and second parts of the course, or have more standardization between the 2 teaching styles. Future students should know that there is a lot of reading but the assignments were straightforward and the grading is fair.

AS.215.456.01

Gauchos, Negros, Gitanos

Eduardo Gonzalez

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Overall quality of this course: 3.26

Summary:

Students said the best aspect of the course is that the professor is knowledgeable and humorous. He gave great written feedback on the student essays. The worst aspect of the course was that the assignments were usually given on Thursday or Friday for the Monday class. When emailing the assignment out to students, the instructor would instruct students not to respond to the email; therefore, they had no way to ask the professor questions about the assignment. Students also said they did not learn a lot because the professor was not organized and would often become distracted and veer off on an unrelated tangent. To improve the course, students suggested more organization, structure, and cohesion to the course. The professor's teaching style needs improvement to be an effective instructor. Future students should know that this course received mixed reviews. Some students would not recommend it while others would definitely recommend it.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
HISTORY

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.100.102.01-04
The Medieval World
Christopher Gardner

Overall quality of this course: 4.06

Summary:

The best aspects of this course were the great professor who was enthusiastic and made connections to the larger historical narrative easy to understand. The lectures were well-structured, interesting and captivating. There was a strict but effective rubric for grading and many interesting primary reading sources. The worst aspect of this course was the pop quizzes and the unrelated, long, and dense readings. To improve the course some students suggested focusing more on the chronology by having a timeline which puts all the topics in order. Also students suggested having a truncated reading list. Future students should know that this class is very reading and writing heavy for a class that is not classified as writing intensive.

History of Occidental Civilization: Europe & the Wider World

AS.100.103.01-04

Erin Cage

Overall quality of this course: 3.87

Summary:

The best aspects of this course included the course materials and the sections. The TAs were great and students learned a lot about European history. Students felt that the lectures were dry, the material was covered too quickly and there was too much reading. Suggestions for

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improvement included incorporating the readings into the lectures better, structuring the slideshows and putting them online, teaching the class in chronological order, having the teacher speak more slowly and providing more topic choices for the essays. Prospective students should know that the readings are dense but the class is interesting and not too challenging.

AS.100.122.01-04

Intro to History of Africa (since 1880)

Sara Berry

Overall quality of this course: 3.79

Summary:

The best aspects of this course include the interesting readings, the straightforward and well-organized syllabus, and a knowledgeable instructor. Students felt that the paper topics were especially interesting and flexible. Some students felt like it was difficult to keep track of which area of Africa the class was focusing on, because the material would jump back and forth a lot. Some students felt that lecture was slightly slow moving and too focused on summarizing the readings. Suggestions for improvement included focusing on one country or region at a time. Prospective students should know that the workload is manageable, but involves a decent amount of reading and writing. There are no tests but the grading of the essays is relatively harsh.

AS.100.129.01-02

Introduction to Modern Jewish History

Kenneth Moss

Overall quality of this course: 3.53

Summary:

The best aspects of this course included enlightening section discussions, a passionate instructor, and interesting material. Some students felt that the amount of reading in the course was overwhelming and that the lectures were sometimes difficult to follow. Suggestions for improvement included adding more structure to the lectures and cutting down the reading by a few texts. Prospective students should be prepared for a lot of reading and be able to take notes quickly. Lectures and notes from lectures are very important.

AS.100.140.01

From Plantation to Paris: The American South in Global Perspective

Ian Beamish

Overall quality of this course: 4.5

Summary:

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The best aspects of this course included that various styles of teaching (lecture, film, and discussion), the small size of the class, the informative and well paced lectures, and the opportunity to analyze interesting primary sources. Some students felt that some of the readings were slightly dense and hard to understand. Suggestions for improvement include slightly shorter and more accessible readings that more directly supplemented the information provided. Prospective students are told to have some background knowledge about the South, and that it is a small class demanding active participation and close reading. There is a fairly heavy workload in terms of reading and writing.

AS.100.166.01

African American History since Emancipation

Adam Ewing

Overall quality of this course: 4.44

Summary:

The best aspects of this course included the small class size, enthusiastic and interesting lectures, and engaging discussions that inspired students to learn in an enjoyable way. Some students felt that there was too much reading for an introductory class. Suggestions for improvement included being provided with a broad overview or basic information before lectures and assignments. Prospective students should be prepared for a lot of reading and writing, but should know that the instructor helps to make the course interesting and enjoyable.

AS.100.183.01

Slavery and Freedom in the Americas

Patrick Luck

Overall quality of this course: 4.26

Summary:

The best aspects of this course included well thought-out and interesting lectures, a broad scope of material, and the effective use of class time between lecture and discussion. Some students felt that the readings were occasionally too lengthy and somewhat dry. Suggestions for improvement included re-thinking which readings were most important to the overall quality of the course, and eliminating some of those that are unnecessary. Prospective students are told that the course is relatively easy in terms of workload and is interesting and worthwhile. Students should keep up on their readings and come to class prepared to discuss them.

AS.100.191.01

Freshman Seminar: Family History in the U.S. and Europe

Toby Ditz

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Overall quality of this course: 4

Summary:

The best aspects of this course included lively discussions, interesting readings, and a small class size. Some students felt that the class was ineffective when students didn't do their readings, and that the discussion didn't always follow the major topics that the course was trying to address. Suggestions for improvement included more concise and focused readings, forced participation by students in discussion, and breaking the class into groups for discussion. Prospective students are told that the class is valuable in improving writing skills and demands a decent amount of reading.

AS.100.193.01

Undergrad Seminar in History

Nathan Connolly

Overall quality of this course: 4.17

Summary:

The best aspects of this course included the detailed feedback on student work, the freedom of research and essay topics, an engaging and lively instructor, and its usefulness for history majors in their prospective career paths. Some students felt that there was not enough class time focused on the 50 page sophomore thesis paper and that a lot of the readings were not very helpful. Suggestions for improvement include dividing the class period into two meetings per week instead of one and having a more structured, even distribution of homework. Some students would have preferred a broader range of topics presented in the readings. Prospective students are told that the class will strengthen their background as history majors. They are advised to manage their time well in order to complete their theses on time.

AS.100.193.02

Undergrad Seminar in History

Mary Ryan

Overall quality of this course: 4.5

Summary:

The best aspects of this course included engaging, stimulating, and interesting discussions. Students also liked the detailed feedback. Some students said there were too many unnecessary readings and that some of them are hard to get through. Other students said the class can get repetitive and boring. To improve the class, students would like more time to meet with the professor and get individual feedback on their writing. Others wanted more practical workshops and more engaging class discussions. Future students should know that there is a lot of close reading of sources and that the grading can be harsh but fair.

AS.100.214.01

HISTORY

Japan's Last Shogunate, 1568-1868

Julie Oakes

Overall quality of this course: 4.48

Summary:

The best aspects of this course included an approachable, interesting, and knowledgeable instructor, interesting readings, helpful Power Point presentations, and a mixture of lectures and movies presented during the class. Some students felt that the instructor could occasionally be disorganized and not leave a lot of time to explain major assignments. Suggestions for improvement included clarifying expectations and requirements for assignments earlier and leaving little room to change these standards close to the deadline. Prospective students are encouraged to participate in class discussion as much as possible. They are told that there will be a decent amount of reading and memorization, but that the grading is fair and the instructor makes the material interesting.

AS.100.308.01

Bridging East and West: Chinese Cosmopolitans and Cultural Mediators

Ke Ren

Overall quality of this course: 4.1

Summary:

The best aspects of this course included the interactive class discussions, interesting reading selections, a witty and engaging instructor, a comprehensive study of the material, and thorough, understandable lectures. Some students felt that the reading was slightly dense and lengthy. Suggestions for improvement included more selectively choosing readings that helped encompass the subject matter without losing the focus of students. Some students would have liked to be provided with a general idea to look for in the more dense readings. Prospective students are told that a background in Chinese History, particularly the 20th century, would be helpful before taking the class. They are told that the instructor is very informative and helps provide all students with knowledge on potentially unfamiliar topics, but that there will be a lot of reading.

AS.100.314.01

The Enlightenment

Michael Kwass

Overall quality of this course: 4.69

Summary:

The best aspects of this course included interesting lectures, good reading choices, and a passionate and knowledgeable instructor. Some students felt that the assigned paper topics were slightly vague. Suggestions for improvement included offering assistance in the way of

HISTORY

office hours for students less proficient in paper writing. Some students would have preferred more discussion. Prospective students are told that the class consists of a fair amount of reading and is graded mostly on papers. They are told that the class is accessible and rewarding due to the instructor and the information gained.

AS.100.321.01

Visions of the Self

Richard Kagan

Overall quality of this course: 4.55

Summary:

The best aspects of the course included the focus on various autobiographies, providing various perspectives, as well as the skill and knowledge of the instructor and the class discussions.

Some people felt that there was not enough constructive criticism from the instructor.

Suggestions for improvement included encouraging all students to participate in discussion more. Prospective students are encouraged to participate in discussions and do the readings.

The class is rewarding for its fascinating subject matter and the knowledge of the instructor.

AS.100.333.01-08

Global Public Health Since World War II

Louis Galambos, Barbara Morgan

Overall quality of the class: 4.27

Summary:

Students

Overall, the students were pleased with the course content, professor, and teacher assistants. The best aspects of the course were readings, lectures, and discussions. The majority felt Professor Galambos is one of the best lecturers and that the discussion sessions were useful in clarifying lecture material. The course material was intellectually challenging; however some felt that the professor should decrease the number of readings. For approving future classes, students prefer to have in advance an outline of the topics that will be covered on the midterm. Visual aids such as PowerPoint and downloading lectures on Podcast would make the lectures more easily to follow and understand.

AS.100.335.01

The American West

Ronald Walters

Overall quality of the class: 3.97

Summary:

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Students said the best aspect of the course were the interesting discussions led by the professor who was knowledgeable, passionate, and engaging. The students found the variety of sources (notes, video clips, images) used by the professor very interesting. Some students said the worst aspect of the course was that it became boring and dry. They also said the reading load was heavy and that some of the readings were very long. To improve the class, students suggested changing the structure to a large lecture class or reducing the number of students and making it a discussion class. The current structure falls between the 2; therefore, students were hesitant to actively participate. Future students should know that this class has a demanding reading load and grading is fairly tough

AS.100.356.01

The Buddhist Experience

Bavo Lievens

Overall quality of the class: 3.65

Summary:

Students found the subject matter interesting and inspiring. Students also enjoyed the readings. The worst aspect of the course was that lectures were disorganized and hard to follow. Students also said the course was more of a theology course rather than a history course. They said the professor had a condescending and counterproductive teaching style. There was little to no communication between the professor and students. To improve this class, students suggested better organization and structure during lecture so they become more cohesive and unbiased. Future students should know this course is not a traditional history course. It received mixed reviews from students: some students said they would not recommend this course to anyone, while others said they loved the course.

AS.100.358.01

Americans and the Environment

Albert Beveridge

Overall quality of the class: 3.71

Summary:

Students said the best aspect of the course were the in-class discussions. They were always interesting and never boring. They said the professor genuinely cared whether or not his students actually understand the material. The worst aspect of the course is the large reading workload. To improve the course students suggested decreasing the workload and having a syllabus which details the reading assignments and discussion dates. Future students should know this class has a lot of reading and they should come to class ready to participate.

AS.100.369.01

The American Earth : Empire and Environment in U.S. History

Noah Cincinnati

HISTORY

Overall quality of the class: 4.62

Summary:

Students said the best aspect of the course were the professor's lectures. The students found them interesting, loaded with information, well-organized, and inspiring. Students also enjoyed the blog posts – they found them fun, creative, and easy to complete. The worst aspect of the course is that the structure was repetitive. Students also said that some of the readings were boring. To improve the course, students suggested making the blog available earlier so that readings can be done in advance. Students would also like to have more instructor feedback. Future students should know the grading is fair, the workload is manageable, and attendance is important.

AS.100.372.01

The Victorians

Judith Walkowitz

Overall quality of the class: 4.43

Summary:

Students said the best aspect of the course was the professor – she was knowledgeable, approachable, engaging, fascinating, and an expert in her field. The worst aspect of the course was that it only met once a week; therefore, the class was long. To improve the class, students suggested deleting the unrelated readings and balancing out the writing assignments. Future students should know that this class has a heavy reading and writing workload.

AS.100.399.01

Decolonization and Nationalism in Africa

Pier Larson

Overall quality of the class: 4.22

Summary:

Students said the best part of the course were the interesting and informative class discussions and readings. The worst aspect of the course was lack of background and contextual information that was needed prior to reading some of the assignments. These caused some students to struggle with understanding the material. To improve the class, students suggested more structured lectures that contain background and basic historical information for the time period associated with the readings. Future students should know that this course has a heavy reading workload. The course would be difficult for someone who has not taken a modern African history course.

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AS.100.405.01

Europe Socialist Thought

Peter Jelavich

Overall quality of the class: 5.0

This course had 5 or fewer comments.

AS.100.415.01

Papyrus, Parchment, and Paper

Marina Rustow

Overall quality of the class: 4.8

Summary:

Students said the best aspect of the course is the hands-on learning provided by the professor. Students found her one of the best professors at JHU. They describe her as smart, funny, and passionate. The worst aspect of the course was that the readings became repetitive, boring, and were sometimes dense. To improve the course, students suggested paring down the reading assignments to the most essential ones. Also, students wanted more clarity on expectations for the assignments. Future students should know that there is a lot of reading in this course but it is interesting and worthwhile.

AS.100.468.01

Britain from the English Revolution to the Industrial Revolution

John Marshall

Overall quality of the class: 4.8

Summary:

Students said the best aspect of the course were the class discussions. They enjoyed the professor's anecdotes and found him ready, willing, and able to answer all student questions. He created an environment that encouraged student participation. The worst aspect of the course was that some of the readings were tedious and dense. To improve the class, students suggested having an additional graded assignment. They wished the professor was better at time -management because he would sometimes go over class time to finish a discussion. Future students should know there is a lot of reading; however, there is only 1 graded paper.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
HISTORY OF ART

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.010.101.01-04
Introduction to History of European Art
Herbert Kessler

Overall quality of this course: 3.82

Summary:

The best aspects of this course included extremely helpful section meetings, interesting subject matter, and museum visits. Some students felt that the lectures were not engaging or well-organized.

Suggestions for improvement include more relevant and engaging lectures. Prospective students are told that the class is a good introduction to art history, and it requires no previous background in the subject.

AS.010.105.01
Art of the Ancient Americas
Lisa Deleonardis

Overall quality of this course: 4.68

Summary:

The best aspects of this course included an effective and enthusiastic instructor, informative and interesting lectures, and trips to various museums. Some students felt that the reading assignments were too demanding. Suggestions for improvement are to include more discussion in class reduce the volume of assigned reading. Prospective students should be prepared for a decent amount of reading, and to devote time to field trips outside of class. This course is graded fairly, and the class is an interesting introduction into art history.

HISTORY OF ART

AS.010.147.01

South Asian Art, Culture, and Politics: Empire, Colony, Nation

Rebecca Brown

Overall quality of this course: 4.43

Summary:

The best aspects of this course included a passionate instructor, helpful assignments, and a small class size. Some students felt that the course load and the readings were particularly dense and that the expectations for writing papers were not clearly defined. Suggestions for improvement included providing clearer instructions for assignments and choosing the reading assignments more carefully. Prospective students should know that having a background in art history is helpful; they should be prepared to read and write a lot, and memorization is necessary for tests.

AS.010.196.01

Destroying Art: Iconoclasm through History

Brooke Shilling

Overall quality of this course: 4.43

Summary:

The best aspects of this course included the compelling subject matter, a thorough exploration into religion and history, a well-organized syllabus, field trips outside of class, and an informative and interesting instructor. Students felt that it was hard to keep up with the reading and that the reading itself was occasionally repetitive. Suggestions for improvement include slowing down the lectures slightly so that students can adequately understand the material. Students also would have liked more interactive discussion in class. Prospective students should be prepared for a large amount of reading, and be very interested in art history.

AS.010.256.01

Nineteenth-Century European Art

Jeremy Melius

Overall quality of this course: 4.23

Summary:

The best aspects of this course were the in-depth, informative lectures and the rich background in art history covered during the course. Some students felt that the readings assigned for the class were not helpful in tests or for understanding lectures. Suggestions for improvement include having more in-class discussions and assigning fewer superfluous readings. Prospective

HISTORY OF ART

students are told that the workload is fair, and it is not necessary to have a background in art history for the class.

AS.010.291.01-02

Architectural History of Baltimore

Martin Perschler

Overall quality of this course: 4.26

Summary:

The best aspects of this course included constantly engaging and interesting lectures and field trips outside of class. Some students felt that some of the history taught was slightly dry and that the weekly assignments were sometimes unhelpful in learning course material. Students suggested changing to a seminar style class with more interactive discussion during class.

Prospective students are advised to take the class because the instructor's lectures are interesting and the class trips are enjoyable.

AS.010.311.01

Japanese Print Culture and Western Collecting

Hilary Snow

Overall quality of this course: 5

This course had five or fewer comments.

AS.010.318.01

Art in Italy, 1200-1500

Christopher Lakey

Overall quality of this course: 4.54

Summary:

The best aspects of this course included the interesting primary sources and readings, the small class size, in-class discussions, and engaging lectures. Some students felt that the readings occasionally were dry. Some students felt that the essay prompts were unclear. Suggestions for improvement include more specific essay prompts, more discussion, and slightly less reading. Prospective students should be prepared for a substantial amount of reading and to participate in discussion.

AS.010.348.01

Art and Faith in Golden Age Spain

Felipe Pereda

Overall quality of this course: 4.29

HISTORY OF ART

Summary:

The best aspects of this course included unique and interesting coursework and a passionate and knowledgeable instructor. Some students felt that there were not enough graded assignments and that too much of their grade depended on the final. The course was not well-organized as well. Suggestions for improvement include having more assignments throughout the course and creating a more structured syllabus and staying true to it. Prospective students are advised to take this class if they are interested in learning more about art history.

AS.010.351.01

Asian Art After 1945

Rebecca Brown

Overall quality of this course: 4.86

Summary:

The best aspects of this course included a knowledgeable, fair, and challenging instructor as well as excellent in-class discussions. The lectures were engaging and informative. Some students felt that there was too much reading and that the requirement to print all of the readings was frustrating. Suggestions for improvement include assigning shorter, more accessible readings that the class can delve more deeply into. Prospective students should know that the instructor's ability and syllabus are outstanding. They should complete all the readings so as to participate in in-class discussions.

AS.010.380.01

Abstract Expressionism: de Kooning, Pollock, Rothko, Newman

Kathryn Tuma

Overall quality of this course: 4.33

Summary:

The best aspects of the course included the informational and interesting lectures given by the instructor and the instructor's ability to inspire interest in the topics in the class. Some students felt that the instructor spoke very quickly at times, and the expectations for exams were unclear. Suggestions for improvement include making slides outlining the main points of the lecture and posting them on blackboard, and having more discussion-based classes. Prospective students should be prepared to do a lot of reading. However, the grading is fair and the readings are interesting.

AS.101.430.01

History of Roman Art and Architecture

Pier Luigi Tucci

Overall quality of this course: 4.76

HISTORY OF ART

Summary:

The best aspects of this class included a passionate and interesting instructor, the lectures and examples of art given in class, and the balance of the workload with the information learned in the class. Some students felt that the amount of information necessary to memorize for tests was overwhelming and that sometimes the grading system was unclear. Suggestions for improvement include having more information available in addition to the lecture slides. Students thought that a more clearly structured syllabus would have been extremely helpful. Prospective students are advised to take good notes and pay attention in class in order to do well on the tests; this class is very interesting and informative.

AS.010.460.01

The Medieval Art and Architecture of Venice and Constantinople

Henry Maguire

Overall quality of this course: 4.33

This course had five or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
HISTORY OF SCIENCE AND TECHNOLOGY

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.140.105.01-03
History of Medicine
Mary Fissell

Overall quality of this course: 3.94

Summary:

The best aspects of this course included an instructor who presented the material in an engaging way; she told a story rather than simply lecturing. Many found the assigned readings to be both interesting and engaging. Several students felt there was inconsistent grading between the different TAs, and occasionally found that information and expectations were not always presented clearly. Suggestions for improvement included recording the lectures and posting those recordings online and editing the slides shows to supplement the professor’s lecture material. Future students are encouraged to attend class on a regular basis and should be aware that the course focuses primarily on pre-Renaissance European medicine and techniques.

AS.140.115.01
Freshman Seminar: The Laboratory
Stuart Leslie

Overall quality of this course: 4.35

Summary:

The best aspects of this course included class discussions, which encouraged participation and provided depth to the course. While some students found the

HISTORY OF SCIENCE AND TECHNOLOGY

required readings to be long and arduous, most agreed that the classes were well-structured and the grading system was fair and appropriate. Future students should be aware that although there is a fair amount of reading, the professor is often a generous grader. Students are encouraged to register for this class if they wish to learn about some of the principles upon which Johns Hopkins University was founded.

AS.140.143.01

Genetics in Medicine & Society

Nathaniel Comfort

Overall quality of this course: 3.87

Summary:

The best aspects of this course included a professor who excelled at public speaking and as a result, delivered engaging and interesting lectures. Most students found that for a 100-level course, there was an inordinate and unexpected amount of work. Students felt that there was a lack of discussion in the course and the large volume of reading distracted them from understanding the underlying concepts. Students strongly suggested that the professor should reduce the amount of required reading. Students considering taking this course should know that while they will learn a lot and the material is often interesting, they should be prepared to put in the necessary time to complete all of the work.

AS.140.315.01

Spaceflight and Society: Exploring the History of the Final Frontier

Roger Launius

Overall quality of this course: 4.64

Summary:

Students were extremely happy that an individual of such importance within the industry was taking the time to teach the elective at the university. They appreciated the caliber of his experience and were captivated by his lectures. While they found the professor to be both thrilling and informative, some found that course material was occasionally repeated and the long lectures tended to become tedious come the end of the semester. Suggestions for improvement included organizing a trip to the National Air and Space Museum in Washington D.C. so students can see first-hand what they were studying. Future students are strongly recommended to take this course, but should be aware that one's final grade is only composed of three individual grades earned throughout the duration of the class.

AS.140.321.01-02

Scientific Revolution

Maria Portuondo

HISTORY OF SCIENCE AND TECHNOLOGY

Overall quality of this course: 4.17

Summary:

The best aspects of this course included weekly discussions in section, which helped students better understand the material. Students liked the fact that the required readings were often primary sources from the era being discussed. Some students found the lectures to be boring, so they suggested that in the future the class should include more student interaction or visual supplements. Students thought that the structure of the class should be shaped by “movements of thought” rather than focusing on key thinkers. Future students should be aware that active participation in weekly sections is required and are thus encouraged to keep up with the assigned readings.

AS.140.325.01

Cult/Communication/Technology

Robert Kargon

Overall quality of this course: 3.62

Summary:

Students found the best aspects of this course to be good in-class discussions and its small class size, while several students found the readings to be outdated or dull. Suggestions for improvement included making the instructor’s expectations more clear and explicit. Future students should be aware that this course is extremely self-guided and are advised to work on the final term paper throughout the semester.

AS.140.334.01

Science in the Atomic Age

Sharon Kingsland

Overall quality of this course: 3.79

Summary:

The best aspects of this course included a small class size and interesting course material. Students found that the professor often focused more on grammar and sentence structure than writing style, which some students found irritating and unhelpful. Suggestions for improvement included assigning short papers throughout the term, rather than only assigning one large paper due at the end of the semester. Future students should be aware that this is a writing intensive course and the readings are long but essential to prepare students to contribute to the class discussion.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
HUMANITIES

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.300.207.01

A Mix of Voices: Chinese Literatures from Late Imperial through Modern
Victoria Cass

Overall quality of this course: 4.67

Summary:

The best aspects of the course included the engaging in-class discussions, the small class size, and an instructor with a passionate and interesting teaching style. Some students felt that the amount of reading was too dense. Some students felt that the readings were slightly disorganized and changed too often. Suggestions for improvement include a more organized schedule with less reading. Prospective students should be prepared for about 100 pages of reading per class and to participate in class discussions.

AS.300.225.01

Blogs and Spies in Shakespeare's England
Elizabeth Patton

Overall quality of this course: 4.5

Summary: The best aspects f the course included the knowledgeable and passionate instructor and the deep connections fostered between literature and history. Some students felt that the time given to do readings and the focus given towards each was unevenly distributed. A suggestion for improvement is a more organized and balanced syllabus. Prospective students should focus on doing close reading during the class to prepare for essays and discussion.

HUMANITIES

AS.300.330.01

Trauma in Theory, Film, and Fiction

Ruth Leys

Overall quality of this course: 4.36

Summary:

The best aspects of the course included a knowledgeable and engaging instructor, interesting lectures, valuable in-class discussion, and well chosen and diverse resources to portray the idea of trauma. Some students thought that not enough personal feedback was given from the instructor and that some of the readings were difficult to follow. Suggestions for improvement include emphasizing texts directly related to trauma and providing more individual feedback to the students. Prospective students should be prepared for difficult and potentially confusing readings and indirect feedback.

AS.300.339.01

Asian American Literature and Culture

Sharlyn Rhee

Overall quality of this course: 4.79

Summary:

The best aspects of this course included valuable in class discussions in which all students were able to participate and well chosen readings. Some students felt that there was too much reading. Some students felt that the essay prompts were too difficult. There were very few suggestions for improvement. Prospective students should be prepared to read in depth on time in order to participate in discussion. They should also be aware that the instructor is a good resource to consult if additional assistance is necessary.

AS.300.341.01

East Asian Cinema

Sharlyn Rhee

Overall quality of this course: 4.22

Summary:

HUMANITIES

The best aspects of the course included the choice of movies and the discussions following viewings of movies. Some students felt that the class was a little too long and that the discussion and tests didn't apply enough to film. Suggestions for improvement include breaking the class into two meetings a week rather than one. Prospective students should be prepared to take a serious approach to film watching and be prepared to participate in class.

AS.300.365.01

Desire in the Fin de siècle

Anne Eakin Moss

Overall quality of this course: 4.88

Summary:

The best aspects of this course included engaging lectures, open class discussion, and a diverse variety of readings. Some students felt that the essay topics were not specific enough. Suggestions for improvement include providing more concrete guidelines to essay topics distributed earlier to as to give students adequate time to formulate their ideas. Prospective students should be prepared to keep up with the readings in order to participate in class.

AS.300.371.01

The Modernist Novel: James, Woolf, and Joyce

Yi-Ping Ong

Overall quality of this course: 4.75

Summary:

The best aspects of this course included an extremely knowledgeable and inspiring instructor, exciting and lively discussions, unique and helpful assignments, and in-depth analyzing of all readings. Some students felt that there was too much reading and that the amount of reading was unevenly distributed from class to class. Suggestions for improving the course include distributing the reading more evenly. Some students suggested a longer class period or fewer readings so there could be more in-depth discussions. Prospective students should be prepared for a lot of challenging reading, and they should expect to participate in discussion.

AS.300.403.01.FA11

Honors Seminar

Leonardo Lisi

Overall quality of this course: 4.4

Summary:

The best aspects of this course are the critical discussions and the choice of readings. Some students felt that the contribution to class discussion was often uneven. Suggestions for

HUMANITIES

improvement include more variety in texts. Prospective students should be prepared to participate confidently in discussions and to read very in depth into a single work.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
INFORMATION SECURITY INSTITUTE

The write-in student responses to the 4 survey questions "What are the best aspects of this course?", "What are the worst aspects of this course?", "What would most improve this class?", and "What should prospective students know about this course before enrolling?" have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.650.414.01
Rights in Digital Age
Michael Jacobs

Overall quality of course: 4.44

Summary:

The best aspect of this course included an approachable professor who seemed knowledgeable in the field. Students also felt that the topics covered in class were studied with sufficient depth. Some students disliked the fact that the course was taught via webcam, but most did not find that this element of the class hindered their ability to learn or understand the material. Future students should be aware that the professor's teaching style and notes aptly prepare students for exams, as long as they pay attention and are motivated to succeed.

EN.650.432.02
Law & Policy Informations Assurance
Michael Lavine

Overall quality of course: 2.22

Summary:

Students enjoyed that this class resembled an online course based on self-learning because it allowed them to fit the course easily into their schedule. That being said, students were generally unhappy with the way the class was organized. They found the class to be lacking engagement and the instructor's apparent lack of interest in the course annoyed and upset students. Students suggested finding a professor who will take an active role in presenting the material to the students. They understood that professors may be busy and have other responsibilities, but still expect that professor to provide proper feedback and communicate

INFORMATION SECURITY INSTITUTE

regularly. Future students should be aware that generally, students did not recommend this course. They were unhappy with the professor's constant absence and found the class to be a waste of time.

EN.650.433.01

Embedded Comp. Systems

George Kalb

Overall quality of course: 3.94

There were five or fewer comments for this course.

EN.650.457.01

Computer Forensics

Eoghan Casey

Overall quality of course: 4.39

Summary:

The best aspects of this course included hands-on, engaging projects and a knowledgeable instructor who brought real life experience to class. While the class was fairly challenging, students enjoyed that the course stressed practical knowledge. Some labs were not prepared before hand and as a result caused the labs to be delayed or postponed, which students found to be rather inconvenient and avoidable. Suggestions included allowing smaller teams as to prevent some students from doing nothing and simply relying on others. Students too suggested that the class include more case studies and more in class demonstrations performed by the instructor. Future students should be aware that the class requires a lot of hard work, but provides a deep insight into forensics and rewards those who work with a strong sense of satisfaction.

EN.650.640.01

Moral & Legal Foundations of Privacy

Andrew Siegel

Overall quality of course: 4.08

Summary:

The best aspects of this course included open, in class, philosophical debates and discussions. Student found that the course provided a good introduction to legal issues concerning privacy. Generally, students did not have anything negative to comment on other than to say that it is very difficult to catch up in the class, as a large part of the course is discussion in a semi Socratic method. Because students had very little that they disliked, they did not provide suggestions for improvement. Future students should be ware that one's final grade is based on a take home final and while the class is not extremely difficult, it will challenge one intellectually.

INFORMATION SECURITY INSTITUTE

EN.650.653.01

Financial Issues in Managing a Secure Operation

Melvin Deguzman

Overall quality of course: 4.86

Summary:

Students found this class to be very practical, job-oriented and informative. They liked that it provided a deep look into the business aspects of security. This being said, they generally could not come up with any negative remarks or suggestions for improvement. They did however recommend this class to future students, specifically those interested in security consulting.

EN.650.736.01

Information Security Projects

Gerald Masson

Overall quality of course: 4.07

There were five or fewer comments for this course.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
INTERDEPARTMENTAL

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.360.133.01
Great Books at Hopkins
Elizabeth Patton

Overall quality of this course: 3.93

Summary:

The best aspect of this course was the exposure to the diverse and interesting literary masterpieces. Students enjoyed the small group sections that sparked interesting discussions on the books. Students said the worst aspect of this course was that there wasn't enough time to spend on each book; therefore, they felt rushed. To improve the course, students suggested that more time be allotted to each book by either reading shorter texts or decreasing the number of books read. Future students should now that this course is not an introductory level course – it is designed for student who know how to write well but want to do literary analysis. There is a challenging amount of reading and writing.

AS.360.133.02
Great Books at Hopkins
Richard Bett

Overall quality of this course: 4.15

Summary:

INTERDEPARTMENTAL

The students enjoyed the interesting and diverse selection of books. They also liked the feedback that the instructor provided on their drafts; however, they said that there is a lot of reading – basically a book each week. To improve the class, students suggested shortening the reading list to allow a deeper study and better understanding of each book. Additionally, they would like more timely feedback. Future students should know that this is a good class to take if you enjoy reading.

AS.360.133.03

Great Books at Hopkins
Leonardo Lisi

Overall quality of this course: 4.75

Summary:

Students thoroughly enjoyed the professor. They found him brilliant, encouraging, patient, and thoughtful. His feedback was constructive and helpful. Students, however, said that there was not enough time devoted to discussing each book. To improve the course, students suggested spending more time in the smaller sections instead of the larger lectures. Future students should know that there is a lot of reading and writing in this class, but it is definitely worth it because it is a good opportunity to be introduced to great works of literature and thought.

AS.360.133.04

Great Books at Hopkins
Walter Stephens

Overall quality of this course: 4.38

Summary:

Students enjoyed the section discussions on the wide range of books that were read. Students said that all opinions were valued and that discussions were very systematic. Students, however, said that there are too many book assigned for one semester. Students would like to see the number of assigned books reduced by 1 or 2 or make this a year-long class. Future students should be interested in reading higher level books and writing analytically and argumentatively.

AS.360.233.01

Feminist & Queer Theory
Charles Phillips

Overall quality of this course: 5.00

INTERDEPARTMENTAL

Summary:

Students thoroughly enjoyed the professor. They found him entertaining, encouraging, organized, and dynamic. Students found that they worked together as a team calling the atmosphere a 'classroom community'. They also felt that the discussions had an impact on their worldview. Some student commented that there were heavy, technical readings and others said that there were no bad aspects to the course. To improve the course, students recommended changing the reading schedule to take advantage of the weekend for the longer readings. Future students should know that many students said that this was the best class they have ever taken and it can open your eyes and seriously change your perspective of the world.

AS.360.246.01

Islamic Literature, Beloved of Western Thinkers

Joseph Bush

Overall quality of this course: 4.5

Summary:

Students found the professor and course intellectually stimulating. They said the instructor was able to keep the discussions moving fluidly while acting as both an authoritative figure and a member of the discussion. Students however, did say that workload was overwhelming at times. To improve the course students suggested fewer assignments as well as clearer and more organized presentations. Future students should know that this is a difficult course and that there is a heavy reading workload.

AS.360.624.01

Responsible Conduct of Research (Online)

Overall quality of this course: 4.05

Summary:

Students said this online course was informative since it covers responsible research conduct and allows you to learn about what other students are doing for research. Some students however, said the worst part of the course were the time consuming readings. To improve the course some students suggested improving the online quiz questions/answer. Future students should read the passages very carefully.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
LATIN AMERICAN STUDIES

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.361.130.01
Introduction to Latin American Studies
Sara Castro-Klaren

Overall quality of this course: 4.06

Summary:

Students enjoyed the small class size and the fact that the course covered a broad range of topics. The professor was very knowledgeable in his field of study. A weak aspect of the course was that the professor often did not adequately explain what was expected of them, which caused confusion as to how they would be graded. Suggestions for improvement included splitting the class time into two or three meetings per week, rather than providing only a single three-hour lecture each week. Future students are encouraged to participate in class as participation counts towards the final grade. They should also be prepared to spend a lot of time reading.

AS.361.357.01
Development in Latin America Today: Theories and Practices
Felipe Filomeno

Overall quality of this course: 4.08

Summary:

The best aspects of this course included a professor whose effective teaching style allowed for an engaging and current presentation of class material. Students enjoyed the interdisciplinary aspect of the class and commented on the fact that the course

LATIN AMERICAN STUDIES

combined economic studies with Latin American studies. Some studies felt that the professor lost the enthusiasm and interest that he demonstrated originally. They also did not like the lack of student interaction, and expected more involvement for such a small class. Suggestions for improvement included adding a discussion section to the class. Students seemed eager to talk and discuss the readings but felt that they were not given the opportunity to do so. Future students should know they will not be held accountable for the readings, but they should study them carefully because it will help them understand the material being taught in class.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
MATERIALS SCIENCE AND ENGINEERING

The Write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about his course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.510.101.01

Introduction to Materials Chemistry

Patricia McGuiggan

Overall quality of this course: 3.49

The best aspects of this course included the quizzes, which helped students review the material they learned. Almost all of the course materials were available online, which was helpful for learning the material. Some students felt that the instructor was not engaging and a little unorganized. Some students also felt that the class moved too quickly through certain topics. Suggestions for improving the course included making the course more organized and slowing down the pace of lectures so students could have time to learn the material. Future students should be aware that students will have to teach themselves some of the material and that a background in chemistry is helpful for this course.

EN.510.311.01

Structure of Materials

Todd Hufnagel

Overall quality of this course: 4.25

The best aspects of this course included the lectures, which were well-taught, and the reading quizzes, which forced students to read on a more regular basis and learn the material. Some students felt that the problem sets were very difficult, and that the material was sometimes difficult to understand. Suggestions for improving the course included improving the structure and having more practice problems to understand the material. Future students should be

MATERIALS SCIENCE AND ENGINEERING

aware that the course does not have a curve and that the class requires a lot of time outside of the lectures.

EN.510.312.01

Thermodynamics/Materials

Michael Falk

Overall quality of this course: 3.83

The best aspects of the course included the lectures, which covered a range of material. Students also found that the TA, computational modules, and homework were very helpful. Some students found the topic very difficult, and homework was not always testing the material but deriving the equations used. Suggestions for improving the course included teaching more closely to the textbook and having more in class examples to help understand the material. Future students should be aware that the textbook is very helpful for learning the material and to take care not to fall behind.

EN.510.316.01

Biomaterials I

Hai-Quan Mao

Overall quality of this course: 4.39

The best aspects of the course included the lectures, which covered a wide range of topics, and the homework, which helped reinforce the material covered in lectures. Students felt that the instructor cared a lot about his students, made lectures interesting, and was very knowledgeable. Some students felt that the lectures moved through topics very quickly, and the homework were difficult and took a long time to complete. Some students also felt that the second half of the class was difficult to follow because there was no textbook. Suggestions for improving the course included having supplemental material for the second half of the course and having more descriptive presentation slides. Future students should be aware that the homework takes a while to complete and to do the assigned readings.

EN.510.403.01

Materials Characterization

Patricia McGuigan

Overall quality of this course: 4.53

The best aspects of the course included the opportunity to take lab tours and to have hands on access to characterization techniques. Students also felt that the instructor did a good job teaching the material. Some students felt that the slides were sometimes disorganized and lengthy. Some students also felt that the exams were much more difficult than the practice exams. Suggestions for improving the course included having more practice exams and having

MATERIALS SCIENCE AND ENGINEERING

more collaboration with JHAM at Gilman. Future students should be aware that the lab visits were helpful to the lectures and they should be familiar with basic chemistry and physics principles.

EN.510.409.01

Melting, Smelting, Refining and Casting
Jonah Erlebacher, Todd Hufnagel

Overall quality of this course: 4.83

This course had five or fewer comments.

EN.510.415.01

The Chemistry of Materials Synthesis
Howard Katz

Overall quality of this course: 4.57

This course had five or fewer comments.

EN.510.418.01

Electronic and Photonic Processes and Devices
Theodore Poehler

Overall quality of this course: 4.00

This course had five or fewer comments.

EN.510.421.01

Nanoparticles
Orla Wilson

Overall quality of this course: 4.62

The best aspects of this course included the lectures, which gave students the opportunity to learn about current topics. Students liked that they were able to learn the material at their own pace. Some students felt that the midterm was too long and difficult to study for because of the wide range of topics covered in class. Suggestions for improving the course included having a more defined study guide for the midterm and giving more frequent readings so students could have a better understanding of the material. Future students should be aware that this course is an interesting course about nanomaterials with a manageable work load.

EN.510.426.01

Structure and Thermodynamics of Biomolecules

MATERIALS SCIENCE AND ENGINEERING

Kalina Hristova

Overall quality of this course: 3.50

This course had five or fewer comments.

EN.510.428.01

Material Science Lab I

Orla Wilson

Overall quality of this course: 4.50

The best aspects of this course included the relaxed and interactive atmosphere and the opportunity for students to have a hands-on learning experience about useful techniques and principles in materials science. Some students felt that writing the lab reports was time consuming. Some students also felt that some of the instructions for some of the experiments were not well-defined, which made performing them difficult. Suggestions for improving the course included refining some experiments so students could obtain better results and increasing the amount of time between experiments. Future students should be aware that it is important to pick their lab partner wisely, and to start the write ups early.

EN.510.433.01

Senior Design Research

Orla Wilson

Overall quality of this course: 4.12

The best aspects of this course included the opportunity for students to participate in hands-on research with a lot of support and guidelines. The guest speakers were also informative and interesting. Some students felt that the usefulness of the class was very dependent on their research advisor, which was the luck of the draw. They also felt that some of the proposals, particularly the NSF proposal, were not useful and that some of the lectures were not helpful. Suggestions for improving the course included reorganizing the Monday presentations and having multiple options for a proposal format. Future students should be aware that they must be self motivated to go into lab and that it is a large time commitment.

EN.510.601.01

Structure of Materials

Margarita Herrera-Alonso

Overall quality of this course: 2.62

The best aspects of this course included the lectures, which covered a wide range of interesting topics, and the lectures notes, which were well written and very thorough. Some students felt

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that the instructor could not adequately explain the concepts to the students and that they were not adequately prepared for their qualifying exam. Suggestions for improving the course included having graded homework assignments in addition to exams, to focus the course material more, and to change the professor. Future students should be aware that it is helpful to have already taken a course in materials.

EN.510.602.01

Thermodynamics of Materials

Jonah Erlebacher

Overall quality of this course: 4.48

The best aspects of this course included an instructor who was knowledgeable and interesting, and class lectures, which were informative and included notes which helped students absorb the material. Some students felt that the amount of homework assigned was excessive and that the tests were based more on memorization rather than understanding concepts. Suggestions for improving the course included having a different way to go over the proofs and changing the homework submission format. Future students should be aware that this course is not curved and requires a lot of time outside of the class to prepare for exams.

EN.510.611.01

Solid State Physics

Theodore Poehler

Overall quality of this course: 4.60

This course had five or fewer comments.

EN.510.613.01

Statistical Mechanics of Materials

Robert Cammarata

Overall quality of this course: 5.00

This course had five or fewer comments.

EN.510.618.01

Electronic and Photonic Processes and Devices

Theodore Poehler

Overall quality of this course: 5.00

This course had five or fewer comments.

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EN.510.619.01

Biopolymers Synthesis

Michael Yu

Overall quality of this course: 4.50

The best aspects of the course included the instructor, who was knowledgeable and was able to present the course material in a concise and interesting manner. The course material was also very interesting, and the homework assignments were relevant to both the material learned in class and real-world applications. Some students felt that parts of the lectures were disorganized, and some of the notes were difficult to read. Suggestions for improving the course included making lectures more interactive and trimmed down a little for the sake of clarity. Future students should be aware that this course requires knowledge of organic chemistry and that while there are not that many assignments, each one is rigorous.

EN.510.621.01

Structure and Thermodynamics of Biomolecules

Kalina Hristova

Overall quality of this course: 4.10

The best aspects of the course included the lecture material, which was interesting and related to real-world applications. Students also liked how the midterms throughout the semester were structured, which allowed them to get a feel of the expectations for the course. Some students felt that the lectures went too fast and did not cover topics thoroughly. They also felt that it was difficult to know what to expect on the midterms and the requirements for the final paper were unclear. Suggestions for improving the course included getting more feedback on what to expect for the midterm and the final paper, and a textbook for the course. Future students should be aware that while there are four midterms, only the best two scores count and that a background in biochemistry and cell biology is helpful for learning the material.

EN.510.657.01

Material science of Thin Films

Overall quality of this course: 4.54

The best aspects of the course included the instructor, who students felt was engaged in the students' education, taught the course well, and gave thorough answers to student questions. Students also liked the final project, which allowed students to teach a lecture. Some students felt that lectures were fast-paced, making it easy to fall behind and felt that there were not enough practice problems to prepare for the midterm. Suggestions for improving the course included having copies of class notes available to students and making student presentations for half of the class period while the instructor lectures for the remaining time. Future students

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should be aware that a basic knowledge of MSE and the mechanical properties of materials are helpful for this course and that the class is interesting and well-taught.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
MATHEMATICS

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- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.110.105.01-02

Intro to Calculus

John Ross

Overall quality of the class: 3.96

Summary:

Many students felt the course was useful and the instructor was very helpful and his lectures were clear and provided help when needed. There were concerns regarding the sections and that information was not posted in Blackboard. More student involvement and group help sessions were recommended as improvements, along with review sessions before tests. The course was generally viewed as a great introductory math course for prospective students, and future students should know that homework should be started as soon as possible.

AS.110.106.01-09

Calculus I

Jose Gomez

Overall quality of the class: 3.94

Summary:

Professor Gomez was viewed by quite a few students as a dynamic teacher, able to keep students interested in what he is teaching. He goes through the material thoroughly and makes sure everyone understands. The TA sections were often viewed as unhelpful and better training for TAs was recommended. For future students, some background in, or familiarity with, Calculus was recommended.

AS.110.107.01-04

Calculus II

Nicholas Marshburn

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Overall quality of the class: 4.28

Summary:

Many students felt the material was taught in an effective manner so that they were able to understand the concepts. Students were also very positive about the professor's explanation of concepts and use of examples during the class meeting. The least desirable aspects of the course were the TA sections and the exams, which had a smaller number of questions that could lead to a lower score if only one question was answered incorrectly. Prospective students should know that this class is the perfect balance of difficulty, work, and time commitment, especially for those who don't plan to take further engineering/mathematic courses.

AS.110.108.01-04

Calculus I

Richard Brown

Overall quality of the class: 4.38

Summary:

Many students stated the course was very comprehensive and the professor's lectures were instructive. Notes were very thorough and examples given in class were very helpful with understanding the concepts. Exams were fair and include problems very similar to ones assigned for homework. Students did have concerns regarding the lectures and how the much focus was on theory instead of examples. Future students should know that this course is very challenging, but there are some resources that can help. Also, there are weekly homework assignments and solving the problems helps the students.

AS.110.109.01-10

Calculus II

W Stephen Wilson

Overall quality of the class: 3.30

Summary:

The best aspects of the course were the professor who did a good job teaching the course and the good practice problems and homework that were extremely helpful in learning the material. Students said the tests were fair and there is opportunity to earn extra credit. The worst aspect of the course is that the professor moves through the material quickly and doesn't always thoroughly explain concepts. The teacher would often just solve a math problem on the board without explaining and teaching what he was doing. Students also said the professor was not approachable and that he created an environment that made students uncomfortable asking questions. Other students said that the class required a large time commitment. To improve the course, students suggested reviewing the solutions to the hard homework problems during lecture, easier to follow lectures, and more explanation from the professor when he is solving a math problem during lecture. Students also wanted more communication from the professor on what to expect from the exam along with partial credit for exam answers. Future students should have a calculus and trig background. The course and tests are difficult and students will do a lot of learning on their own. Calculators are not allowed.

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AS.110.113.01

Honors Single Variable Calculus

Jack Morava

Overall quality of the class: 3.69

Summary:

Students said the professor explained concepts very well and said his lectures were informative and interesting. The worst aspect of the course is that the material is difficult and the course is not well-organized. The professor did not stay on topic and sometimes went off on tangents. To improve the course students suggested getting a new modern textbook. Also students suggested using a simpler approach to teaching the theorems. It would also be helpful if more time was spent in class explaining the 'why' behind the concepts. Future students should have a background in calculus along with an interest in theoretical math and proofing. This course is for students who seriously enjoy math.

AS.110.201.01-05

Linear Algebra

Soomin Kim

Overall quality of this course: 3.48

Summary:

The best aspects of this course included the example problems for homework that mirrored questions on quizzes and exams, one on one assistance from the instructor, and theoretically engaging lectures. Some students felt that the instructor was difficult to understand, that the pace of the class was too quick to adequately understand the material, and that the intensity of the class heavily increased towards the end of the class. Suggestions for improvement included a more understandable instructor, practice tests to help prepare for exams, and having a more interactive lecture style so that more students' questions could be answered. Prospective students should be aware that the class is not overly difficult but requires review of material before and after the class. It is very theoretical and requires study of the text book.

AS.110.202.01-09

Calculus III

John Lind

Overall quality of this course: 3.77

Summary:

The best aspect of the course was the professor. Students found him enthusiastic, dynamic, intelligent, and passionate. Students also enjoyed the intellectual challenge the course offered. The worst aspect of the course is that some of the lectures are too theoretical and the grading scheme is obscure. Students said that points were taken off graded work with no explanation as to the reason. Many students found the course very difficult. To improve the class, some students suggested that slowing down the pace of the course, having the instructor present more practice example problems during class, and a better textbook. Future students should be prepared to independently spend time outside of class learning the

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material. Students should also have a strong background in calculus since this is a challenging course. Students should use resources such as the math help room and TA's for assistance.

AS.110.211.01

Honors Multivariable Calculus

Hans Lindblad

Overall quality of this course: 3.85

Summary:

The best aspects of this course included the interesting theoretical approach to the subject, the intellectual challenge, and the practice tests and notes provided by the instructor which were helpful in preparing for exams. Some students felt that the class was too fast paced and that the instructor was not always clear in explanations. They also felt that some practice problems did not relate to the class work or the exams. Suggestions for improvement included a greater focus on understanding proofs, a more accessible textbook, and a clearer, less rushed style of teaching. Prospective students are told to read and practice problems outside of class in order to understand the material.

AS.110.212.01

Honors Linear Algebra

Caterina Consani

Overall quality of this course: 3.71

Summary:

The best aspects of this course include its exploration into the theoretical nature of math, valuable lectures, relevant and helpful homework, and fair grading. Some students felt that the teacher and TA's accents made the material hard to understand, and did not appreciate how students were expected to fully know how to write proofs before the class. Suggestions for improvement included giving more practice problems during class. Prospective students are told that it's imperative that they keep up with the material and the readings and work on their own after class to better understand them.

AS.110.302.01-07

Diff Equations/Applications

Oliver Gjoneski

Overall quality of this course: 4.16

Summary:

The best aspects of this course included clear, straightforward lectures, a helpful textbook, helpful homework, and a talented instructor that helps convey difficult concepts clearly and concisely. Some students felt that the tests did not always correspond with the class work and were too lengthy and difficult. Some students felt that the homework took extremely long amounts of time and was not always useful towards learning key concepts. Suggestions for improvement include hosting review sessions before tests, shortening tests and homework, and slowing down the pacing of certain topics including series. Prospective students should use their textbook as a resource, be prepared for difficult

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and tedious homework and exams, and attend all of the lectures to guarantee the best possibility of understanding the material.

AS.110.304.01

Elementary Number Theory

Takashi Ono

Overall quality of this course: 3.47

Summary:

The best aspects of the course included the interesting material, a passionate and helpful instructor, and the flexibility of turning in assignments. Some students felt that the lectures were slightly hard to follow without the assistance of the book, difficulty in understanding the instructor, and the unpredictability of the tests. Suggestions for improvement included having more structured deadlines and better organization in lectures. Students would have preferred if the lectures stayed more on topic throughout class. Prospective students are told that the class is not too difficult and requires reading of the textbook. Students should stay on top of the homework and know that the final exam is worth 50% of the grade.

AS.110.311.01

Methods/Complex Analysis

Mihai Tohaneanu

Overall quality of the class: 4.22

Summary:

Students said the best aspect of the course was the professor. He was concerned that each student understood the material and was very helpful. Students found the material practical, useful, and interesting. The worst aspect of the course is that the material can be difficult to learn. To improve the course, students suggested holding extra help sessions and assigning homework that gives more insight into the material. Future students should know that some students found this course hard and the grading a little harsh; however, the professor is willing to help students.

AS.110.401.01

Advanced Algebra I

Jian Kong

Overall quality of the class: 4.24

Summary:

Students said the best aspects of the course were the organized and clear lectures. It was intellectually challenging but interesting. The worst aspect of the course was that the professor was sometimes hard to understand because of his accent and fast pace. To improve the course, students suggested making better use of section time by including additional problems and review. Future students should be sure to do all of the homework, have strong math skills, and take Number Theory class before this class.

AS.110.405.01

Introduction to Real Analysis

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Christopher Sogge

Overall quality of the class: 4.24

Summary

Students said the best aspect of the course was that it was organized and informative. Students said their analytical abilities vastly improved as a result of this course. They found the instructor extremely intelligent, helpful and always willing to assist students. The worst aspect of the course is that material and home works can be difficult. To improve the course students suggested a better textbook and a slower teaching and speaking pace. Future students should know that this is challenging proof-based course. Some students say a math background is not necessary to do well; however, others say to take Calculus III before this course and to know how to read and do mathematical proofs (ex., contrapositive, contradiction, and induction), know mathematical logic, as well as existential and universal quantifiers.

AS.110.415.01

Honors Analysis I

Maxim Arap

Overall quality of the class: 4.73

Summary:

Students said the best aspect of this course was the instructor's teaching method. He was very good at explaining difficult concepts, was enthusiastic, taught at an appropriate pace, and was extremely accessible for additional help and questions. The worst aspect of the course was disparity in grading methods between the professor and TA. Also, students said the TA sections were not helpful. To improve the course, students suggested have more detailed feedback on home works. Future students should take Intro to Topology prior to taking this course or at least have knowledge of topology. Also, be sure to thoroughly do your homework since it counts a lot towards your grade.

AS.110.605.01

Real Variables

Joel Spruck

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.110.615.01

Algebraic Topology

Jack Morava

Overall quality of the class: 3.8

Summary:

The best aspect of this course was the knowledgeable professor who gave great insights into the more advanced topics. He used interesting examples to explain difficult concepts. The worst aspect of the course is that it was difficult to follow at times and was somewhat unorganized. To improve the class,

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students would like to have a syllabus or rough outline of the course. Future students should know topology and algebra. It is an interesting course despite having moments of confusion during lecture.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
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MECHANICAL ENGINEERING

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EN.530.101.01
Freshman Experiences in Mechanical Engineering 1
Steven Marra

Overall quality of this course: 3.33

The best aspects of the course were that the professor was very knowledgeable and cared about his students, as well as becoming acquainted with MATLAB. Some students felt the lectures covered topics that were too simple, and didn't cover practical engineering. Students had trouble with homework because similar examples were not covered in class. Students felt the class could be improved by being exposed to real life examples of Mechanical Engineering applications as well as spending more time on the intricacies of MATLAB. Future students should be aware that this course is helpful in deciding whether Mechanical Engineering is right for you, and it only requires basic skills they will most likely already have.

EN.530.103.01
Introduction to Mechanics
Charles Meneveau

Overall quality of this course: 3.86

Students felt the best aspects of this course were that the professor seemed genuinely interested in the material, practice problems in class were directly related to key concepts, and it gave students a solid grasp of mechanics. Some students felt the tests were unfair at times because they were on material covered less than other topics. They

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also felt the homework load was a little heavy at times. Having more interactive lectures and spending less time on derivations could improve the class. Future students should be aware that having a background in physics prior to taking the class would benefit them.

EN.530.105.01-04

Mechanical Engineering Freshman Lab I

Steven Marra

Overall quality of this course: 3.89

Students who took this class really enjoyed the hands-on experience, exposure to applications they normally wouldn't find in a classroom, and the design project. They disliked that the material was repetitive from week to week and that the labs took a long time. Shortening the labs to only the pertinent information, doing more activities like the design project, and having practice with machine shop machinery would improve the class. Future students should know the course involves a lot of MATLAB, but there is no homework outside of class except for the design project.

EN.530.201.01-06

Statics and Mechanics of Materials

Lori Graham-Brady

Overall quality for this course: 4.3

The best aspects of this course were that the lectures were very helpful, well-organized and thorough, and many example problems were covered. The weaker aspects were that some students felt the homework course load was a little heavy at times, and the labs were very basic. They also were disappointed the CPS clickers stopped working and were no longer used. The class could be improved by providing students with more guidance on lab reports. Future students should be aware that the course material builds on itself so help should be sought if they are having issues with a topic; the professor and TA office hours were found very accessible and helpful.

EN.530.231.01

Mechanical Engineering Thermodynamics

Joseph Katz

Overall quality of this course: 4.01

The best aspects of this course were how captivating and knowledgeable the professor was and interesting course material. The weak aspects of the course were that the homework assignments were overly difficult at times, and students disliked that there was only one midterm. The class could be improved by having a central location for class

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information on a webpage, and having more problem solving practice. Future students should make sure to attend lecture to keep up with the course material. It is also important to seek help immediately when there is an issue understanding a topic.

EN.530.232.01

Mechanical Engineering Thermodynamics Laboratory

Steven Marra

Overall quality of this course: 2.96

This class does a great job applying class material to hands on experiences. Students felt the professor was very knowledgeable on the material, but was often hard to reach for questions. Also, labs reports were found to be time consuming and they were not returned in a timely manner with useful feedback. The course could be improved by having better scheduling of the labs and more information on expectations for reports. Future students should know that the labs themselves do not take a long time, but work needs to be put in on the final report.

EN.530.327.01

Introduction to Fluid Mechanics

Rajat Mittal

Overall quality of this course: 4.42

The strongest aspects of this course include an outstanding professor, captivating lectures, and a perfect amount of challenge from homework assignments. Some felt that more time could have been spent on topics covered later in the semester briefly. Practice problems with solutions would have been helpful prior to exams to prepare. The pace of the class was slow at times, limiting the amount of material that could be covered. Future students should know that attending lecture and taking note of what the professor says during lecture, in addition to what he writes on the board, is very important.

EN.530.329.01

Intro to Fluid Mechanics Laboratory

Steven Marra

Overall quality of this course: 3.44

Many students enjoyed the hands on practice with testing equipment required by this lab. Also, the labs were very well planned out and structured in a way that made them easy to complete and learn from. The weak aspects of the course were that the labs were not returned in a timely manner which made it difficult to get useful feedback. A limit on the amount of pages to submit made formatting a more time consuming issue

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than the actual work. The class could be improved by covering material used in the labs in class beforehand. Students should know the lab write-ups take time to do correctly.

EN.530.352.01

Materials Selection

Kevin Hemker

Overall quality of this course: 4.15

The professor for this course was engaging and made lectures easy to learn from. Lab presentations were a unique opportunity to have practice for the real world and taught students efficiently. The “look ahead” homework was often tedious and difficult for the students to learn from. The Powerpoint presentations were not effective for note taking. Students should attend lecture to do well in this class.

EN.530.403.01

Engineering Design Project

Nathan Scott

Overall quality of this course: 3.33

Students enjoyed the opportunity to apply engineering knowledge to hands on experience as well as the design aspect to this class. The weak aspects of the class were that it was unorganized in terms of communication, so students did not receive helpful feedback frequently. There seemed to be a disconnect among multiple professors. In the future, the class could be improved by having clearer guidelines set from the start and more direct guidance in the design phase. Potential students should know that the class is time consuming, requiring more than twenty hours of work per week.

EN.530.414.01-.04

Computer-Aided Design

Dan Stoianovici

Overall quality of this course: 4.55

The best aspects of this course are that students acquire a large range of knowledge on a very applicable real-life skill. Teaching is effective and students completed the course feeling confident on all of the functions in CAD. The weak aspects of the class were that the homework in this class was time consuming, and the pace of lecture was too quick as the professor rushed through a lot of material. The class could be improved by splitting the one 3 hour lecture into two installments or having slightly shorter homework assignments. Future students should know that the class requires a very large time commitment, and it should not be taken during a semester of 18 or 19 credits.

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EN.530.416.01

Advanced Mechanical Design

Mohammad Dehghani

Overall quality of this course: 4.57

The strongest aspects of this course include a knowledgeable professor that is able to present information in a useful manner. The material covered in this class is also very applicable to the real world, and students found they were both challenged and educated. At times, the workload for this class was difficult to complete in conjunction with other classes. The class could be improved by having a more organized approach to the topics covered. Future students should know that this course has a heavy workload.

EN.530.420.01-04

Robot Sensors/Actuators

Louis Whitcomb

Overall quality of this course: 4.71

The best aspects of this course were the very informational and educational labs. The design project at the end of the semester took a lot of time, and it would have been helpful if it were assigned sooner. Sometimes students had a hard time finishing the labs on time, so it would be better if the same topics were addressed in a shorter amount of time. Future students should be aware that they will predominately be building circuits and knowledge of programming in C is required.

EN.530.425.01

Mechanics of Flight

Cila Herman

Overall quality of this course: 3.29

The best aspect of this course was hands-on experience building and flying planes. The weak aspects of the class were that it was unorganized and doesn't have a textbook, so it was difficult to find information or study. It could be improved by having a set schedule or syllabus of the material. Future students should take good notes in class and have a background in fluid mechanics.

EN.530.445.01

Introduction to Biomechanics

Stephen Belkoff

Overall quality of this course: 4.15

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The highlights of this course include a knowledgeable professor with a lot of professional background, as well as good guest speakers and interesting class material. There were not many homework assignments, which was good to lighten the course load. However, this also reduces the margin for error and mistakes were significant because homework counts for a lot of the final grade. Having more assignments or using the textbook more often would enhance this class. Future students should know that background concepts learned from core mechanical engineering classes are utilized in this course.

EN.530.454.01
Manufacturing Engineering
Yury Ronzhes

Overall quality of this course: 3.93

The highlights of this course include practical hands-on labs and informative field trips to see real life engineering. The professor was very knowledgeable and enthusiastic, but was difficult to understand due to his accent at times. Also, students had trouble preparing for midterms and quizzes because they were a lot more difficult than the homework. Eliminating some theoretical lecture time and replacing it with more guest speakers, labs, or practical applications could improve the class. Future students should know that reading the textbook and attending the lectures will help them do well on class quizzes.

EN.530.495.01,04
Microfabrication Lab
Andreas Andreou, Jeff Wang

Overall quality of this course: 4.0

This class had 5 or fewer comments.

EN.530.605.01
Mechanics of Solids and Materials
Thao Nguyen

Overall quality of this course: 4.29

The best aspects of this course were a well-structured syllabus, engaging lectures, and challenging homework assignments that solidified the information. At times the lectures were rushed, and students spent more effort copying all of the notes down rather than processing the information. The class could be improved if a TA were to review the class material every two weeks or so, since the material was often presented very quickly or

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without example problems. With hard work and reviews of class material, this class is fair.

EN.530.621.01

Fluid Dynamics I

Charles Meneveau

Overall quality of this course: 4.19

The best aspects of this course are an experienced professor and a very thorough course. Students felt well acquainted with all of the material taught. Students would have liked solution keys to their homework assignments after they were returned, because there was no way of fixing their errors if they incorrectly understood a concept. More problem solving and feedback would enhance this course. Future students should know that this is a self motivating class, since learning will largely be dependent on the work they put in on their own.

EN.530.631.01

Conduction and Radiation of Heat

Cila Herman

Overall quality of this course: 4

The highlights of this course include a lot of in class examples and a good development of knowledge about heat transfer modes. The class was disorganized at times and it was also hard to take notes. The class would be improved if theoretical concepts were better explained with practice sessions. Future students should know there are two class presentations on topics of their choice relating to heat transfer.

EN.530.642.01

Plasticity

Jaafar El-Awady

Overall quality of this course: 3.65

The best aspects of this course were covering a wide range of material and helpful homework assignments. The weak aspects of the course included rushed lectures, and too much focus on the mathematics of the material rather than the physical explanations. A clearer textbook, more physics, and a slower pace would improve the class. Future students should be aware that a background in mathematics as well as continuum mechanics would be helpful.

EN.530.646.01

Introduction to Robotics

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Gregory Chirikjian

Overall quality of this course: 4.12

The best aspects of this course were a professor who excelled at teaching complex topics, helpful homework assignments, and improvement in one's math skills. However, some felt the class was a little too theoretical and math based at times, and that the use of the blackboard was a little disorganized. More hands-on or practical examples would improve the class. Future students should know that the course load is very heavy.

EN.530.672.01

Biosensing & BioMEMS

Jeff Wang

Overall quality of this course: 4.4

This class had 5 or fewer comments.

EN.530.676.01

Locomotion in Mechanical and Biological Systems

Noah Cowan

Overall quality of this course: 4.1

The highlights of this course include instructive homework assignments and appropriate intellectual challenge. Since the class was new, it had some organizational issues. Students felt the class could be improved by focusing more on main topics where difficult concepts were addressed. Future students should be aware that they need a solid background in linear algebra.

EN.530.730.01

Finite Element Methods

Somnath Ghosh

Overall quality of this course: 4

Students felt the course was well structured and computer assignments were effectively integrated into the course. At times, material was confusing because there was not enough instruction, the order it was introduced made it difficult, or there wasn't enough practice or homework on it. More assignments would improve this class. Future students should know that a background in solid mechanics is assumed.

EN.530.759.01

Research Seminar in Plasticity and Failure

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Kaliat Ramesh

Overall quality of this course: 5.0

This class had 5 or fewer comments.

EN.530.766.01

Numerical Methods

Alen Alexanderian

Overall quality of this course: 4.24

The best aspects of this course were the instructor's effectiveness and a good education in numerical methods. The worst aspect of this course was harsh grading on homework assignments by the TAs. More application of the numerical methods taught would improve this class. Future students should be aware that some background in the material prior to taking the class would help them.

EN.530.807.01

Graduate Research Seminar in Fluid Mechanics

Charles Meneveau

Overall quality of this course: 4.33

The best aspect of this course was that it allowed communication between different graduate research work, so they could see what others were working on and help them achieve solutions. Since it was held Friday mid-afternoon, some students felt it was not scheduled at a convenient time. The class could be improved if there were more presentations. Future students should know that there is no prerequisite for this course, so if they are interested in graduate research this would be a good course for them.

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FALL 2011
MILITARY SCIENCE

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- 3-Fair
- 4-Good
- 5-Excellent

AS.374.101.01-02
Leadership and Management I
Jeremy Bushyager, Jeffrey Wood

Overall quality of the class: 3.97

Summary:

Students said the best aspect of the course was learning about the management, leadership, and the military from Captain Wood. He was intelligent and insightful. The course expectations were clear. The worst aspect of the course was the long midterm that required a lot of memorization. Some students found the lectures disorganized and boring. To improve the course, students suggested adding interactive leadership exercises, and assigning multiple papers throughout the course instead of 1 large paper at the end. Future students should know that this class is not an easy A. There is a lot of studying and there is a 20 page paper and presentation that is required.

AS.374.110.01
Basic Leadership Laboratory I
Jeremy Bushyager, Jeffrey Wood

Overall quality of the class: 4.18

Summary:

Students said the best aspect of the course is the practice hands-on approach. Students enjoyed the outdoor activities and liked that they were able to train and use Army skills. The

MILITARY SCIENCE

worst aspect of the course is that it is time consuming and there is a lot of time spent in formation waiting to get started. To improve this class, students suggested better communication and organization. Students also suggested splitting the exams into multiple exams and splitting the paper into multiple papers. Future students should know that this is a good course for individuals pursuing a career in leadership.

AS.374.201.01-02

Leadership & Teamwork I

Matthew Dusablon, Shane Seay

Overall quality of the class: 4.39

Summary:

Students said the best aspect of this course is that it is highly informative and interesting, and you learn practical knowledge for combat in the field. The instructors were passionate and fun. The worst aspect of the course is that it is time consuming and you sometimes arrive back late from lab practicals in the field. To improve the course, students suggested more non-army focused leadership material and better time management. Future students should be prepared to engage in class discussions. The class is fair, fun, and interesting and builds leadership skills.

AS.374.210.01

Leadership & Teamwork I

Matthew Dusablon, Shane Seay

Overall quality of the class: 4.24

Summary:

Students said the best aspect of the course is that it is highly structured and it provides useful and practical knowledge for life. The class size was small so students felt comfortable participating. The worst aspects of the course were the Power Point slides and the pop quizzes. To improve the class, students suggested more discussion and learning about tactics and army strategies. Future students should always check the ROTC blackboard before class and come to class prepared to participate.

AS.374.301.01-02

Leadership and Tactical Theory I

Rolando Rodriguez

Overall quality of the class: 4.23

Summary:

MILITARY SCIENCE

This class had 5 or fewer comments.

AS.374.307.01

Leadership in Military History

Shane Seay

Overall quality of the class: 4.23

Summary:

Students said the best aspect of this course was the interactive and insightful method of teaching the course material. The students found the trip to Gettysburg informative and memorable. The worst aspect of the course was communication: many classes were cancelled often without notice and students did not know whether or not there was homework or a quiz. To improve the course, students said there needs to be an actual schedule that is followed and more time needs to be spent actually teaching the class and having discussions. Future students should know that some students found this class interesting and awesome, while others said it is an easy 'A' and it is not necessary to spend time on the outside readings.

AS.374.310.01

Basic Tactical Leadership Lab

Rolando Rodriguez

Overall quality of the class: 4.31

Summary:

Students said the best aspect of the course was the opportunity for hands-on leadership opportunities. It was taught by passionate instructors who were always available to provide feedback. The worst aspect of the course was that the labs became repetitive and sometimes the course was unorganized. To improve the course, students suggested better planning and organization of lab activities. Future students should know that this class requires a time commitment beyond normal class hours. Often you need to arrive an hour or more earlier than scheduled and stay up to an hour later than scheduled.

AS.374.401.01

Adaptive Leadership

Paul Carroll

Overall quality of the class: 4.64

Summary:

MILITARY SCIENCE

Students said the best aspect of this course was the knowledgeable and dedicated instructor. They said the discussions were very informative and stimulating. The worst aspect of the course is that it takes up a lot of time and is very work intensive. To improve the class, coursework needs to be returned on a more-timely basis. Future students should know that this is a work intensive course which assumes a background in military science.

AS.374.410.01

Advanced Planning & Decision Making I

Paul Carroll

Overall quality of the class: 4.6

Summary:

Students said the best aspect of the course was the professor who was extremely intelligent and engaging. They said it was a strong leadership immersion and the knowledge gained is applicable to real-world tasks. The worst aspect of the course is that it demands a lot of time for a 1 credit course and it can be very disorganized. To improve the course, students suggested better planning, more oversight, and an increase in the credit hours based on the amount of time the class requires. Future students should know that the course is mostly ROTC cadets and it is highly work intensive.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
MUSEUMS AND SOCIETY PROGRAM

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.389.201.01

Introduction to the Museum: Past and Present

Elizabeth Rodini

Overall quality of this course: 4.67

Summary:

The best aspects of the course included a clear and structured course syllabus and a professor who demonstrated interest and showed enthusiasm in the course material and students' well being. Occasionally, students felt that the readings were not particularly relevant to the material being presented in lecture and as result found these readings to be dry. Some students felt that the inclusion of both a final exam and final project was a bit overwhelming and suggested eliminating one of the two. Future students should be aware that this course will be rewarding for those students who have a particular interest in museum study. The course acts as an introductory class and works to combine art history, anthropology, science history and general history.

AS.389.349.01

Art and the Law

Walter Lehmann

Overall quality of this course: 4.15

Summary:

Students enjoyed how the professor enabled debate and discussion during class, and found that the readings were well chosen and very relevant. This being said, some found that the lectures often reviewed the past readings, resulting in dry and sometimes

MUSEUMS AND SOCIETY PROGRAM

redundant presentations. Students generally did not have any suggestions for improvement other than increasing the amount of feedback received on assignments. Future students should be aware that a significant portion of one's grade comes from class participation and thus are encouraged to take part in debate and discussion. It is recommended that students interested in taking this course have some sort of art history or law background.

AS.389.356.01

Halls of Wonder: Art, Science, and Literature in the Age of the Marvelous
Earle Havens

Overall quality of this course: 4.9

Summary:

The best aspect of the course included students' access to materials in special collections. Many students liked that fact that they were able to see and touch the rare books and texts that were discussed and studied in class. Despite the fact that a few individuals commented on the fact that the class met once per week, for three hours at a time, there were no specific aspects that students disliked. Some students suggested increasing the amount of assignments given throughout the semester, as to distribute the final grade over a more than just a few graded works. Future students are encouraged to have some sort of background in art or art history.

AS.389.361.01

Introduction to Material Culture: Cultural Education in Early Maryland
Catherine Arthur

Overall quality of this course: 4.17

Summary:

The best aspect of this course included a small class size which students felt promoted in depth and engaging discussions. Students suggested that the professor should provide more prompt feedback on graded assignments. Student should be aware that this course is very interactive and at times, even 'fun', and are encouraged to take this class.

AS.389.371.01

The Artist in the Museum: Making Books
Phyllis Berger and James Abbott

Overall quality of this course: 4.75

Summary:

The best aspect of this course included the freedom by which students were allowed to work on and develop their projects. Each student is allowed and encouraged to create

MUSEUMS AND SOCIETY PROGRAM

their own book, a feat many of them found to be a once-in-a-lifetime experience. Suggestions for improvement included providing students with a more structured timeline. They wanted to know how far along their books were supposed to be at a certain time. This being said, they understood that each project had different needs and thus a strict timeline may have limited students. Future students are encouraged to register for this class. All students found the class to be an extremely unique opportunity; the workload was very heavy and rewarding.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
MUSIC

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 3-Fair
- 4-Good
- 5-Excellent

AS.376.111.01
Rudiments-Music Theory
John Crouch

Overall quality of this course: 3.88

Summary:

The best aspects of this course were the interactive nature of the course and the attitude of the professor: fun, laid back, and emphasizes understanding the material. At times, students felt the material was repetitive; the class was not paced well for the difficulty of each topic. Adding more structure to the course or a more effective computer program would improve the class. Future students should know that keeping up with assignments is crucial to understanding the material. They should also be aware that there are infrequent but time-consuming homework assignments.

AS.376.111.02-03
Rudiments-Music Theory
Travis Hardaway

Overall quality of this course: 4.48

Summary:

The best aspects of this course were the level of class participation and engagement – many activities to keep the students interested. The professor was approachable, understanding, and effective. At times, students felt the course was boring; however, some students said the pace of the course near the end of the semester was too fast.

MUSIC

Students also found singing and ear-training frustrating. Adding more structure to the course or a more effective computer program would improve the class. Some students would like to have optional sessions to work on ear training and singing. Future students should know that this is a basic music theory class; however, previous musical experience would be very helpful. It may be a difficult course to take without any previous musical experience.

AS.376.211.01

Theory & Musicianship I

John Crouch

Overall quality of this course: 4.00

This class had 5 or fewer comments.

AS.376.212.01

Theory/Musicianship II

Stephen Stone

Overall quality of this course: 4.38

Summary:

The best aspects of this class were that homework was returned quickly to allow students to assess their mistakes, instructor lecture was effective, and a lot of class interaction kept class interesting and educational. Sometimes homework problems didn't relate to class work or the topics were behind schedule. Some felt the aural exercises in class shouldn't have been graded because they were too difficult for those without musical background. Future students should know that the course is very straightforward and graded fairly.

AS.376.217.01

Music Theory III – Song

Faye Chiao

Overall quality of this course: 4.40

This class had 5 or fewer comments.

AS.376.242.01-02

Introduction to Popular Music

David Smooke, Steven Stone

Overall quality of this course: 4.71

MUSIC

Summary:

The best aspect of this was the instruction; the professors were engaging, relevant, thorough, and fun. The worst aspects mentioned were few and far between, some mentioned being a lot of genres covered or a bit of a work load at times. Some students felt the section could be eliminated because regular class time was used so effectively. Future students should know that the course is highly recommended and no background in music is necessary.

AS.376.250.01

Introduction to Computer Music

Mark Lackey

Overall quality of this course: 4.00

Summary:

The best aspects of this course were the independent projects; students felt they learned the most from these assignments. The worst aspect was the amount of reading and listening required, because it could be overwhelming. Students felt having more labs would improve the quality of the class. Future students should know that the class focuses on electronic music, not house, techno, or dubstep.

AS.376.252.01

Jazz History

Alexander Norris

Overall quality of this course: 4.37

Summary:

The best aspects of this course stemmed from the enthusiasm of the professor. Being a Jazz trumpeter himself, he was able to play examples during class time to enhance already intriguing material and make it fun. At times, lectures were mainly note-taking and outlining, which only went over the readings rather than practical applications; this structure often seemed boring and unproductive at times. More use of technology to save time and avoid confusion from writing on the board would help improve the class. Future students should know that the class is highly recommended, but a genuine interest in Jazz is necessary; a background in music is also helpful for this class.

AS.376.343.01

Nineteenth-Century Piano Music: Forms and Meanings

Sharon Levy

Overall quality of this course: 4.85

Summary:

MUSIC

The best aspects of this course were that the course was very interesting and educational, and the workload was appropriate and manageable. Class time was used effectively with a professional pianist playing examples and a knowledgeable professor. The worst aspect of the course was that it only met once a week and the class met for too long during this one meeting. Meeting twice a week for shorter periods of time would improve the class. An interest in the 19th century works or a piano knowledge would be helpful for students considering taking this course. A background in music is helpful but not necessary.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
NANOBIOTECHNOLOGY

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.670.618.01
Nanobio Tutorials
Denis Wirtz

Overall quality of this course: 4.0

Summary:

The best aspects of this course included the opportunity to read and evaluate important, current, and varied journal articles in nanobiotechnology, and that the professor fostered the ability to create a well-structured research based presentation. Some students felt that there was no record of attendance, and that students therefore were able to not attend the class and still get credit that present students were getting. Suggestions for improvement including keeping attendance and getting more faculty feedback. Prospective students should be aware that there is no necessary background for the class and that it provides interesting insight into a wide variety of topics.

EN.670.619.01
Fundamental Physics and Chemistry of Nanomaterials
Chia Ling Chien; Denis Wirtz; John McCaffery; Peter Searson

Overall quality of this course: 3.35

Summary:

The best aspects of this course included its wide range of topics covered in nanobio materials, its basic approach that lends itself to beginners in the material, and the depth into which the material is explored. Some students felt that the course was slightly fast paced, and that having

NANOBIOTECHNOLOGY

five different professors made it difficult to be engaged in the course. Some students felt that the amount of topics covered was overwhelming and that the grading system was very unclear. Suggestions for improvement include more outside assignments and readings to be graded on rather than just the exams, more organization in the syllabus, and more uniform teaching methods from the professors. Prospective students should be aware that the course involves only one test and is very lecture based; their attendance is very important to their success in the class. It is a good introduction to nanomaterials, but it is challenging and requires a lot of individual effort.

EN.670.622.01

Advanced NanoBio Tutorials

Denis Wirtz

Overall quality of this course: 4.11

This course had five or fewer comments.

EN.670.629.01

Cancer Nanotechnology Training Center (CNTC) Tutorial

Denis Wirtz

Overall quality of this course: 3.75

This course had five or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
NEAR EASTERN STUDIES

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 3-Fair
- 4-Good
- 5-Excellent

AS.130.102.01

From the Neanderthals to the Neolithic
Susan McCarter

Overall quality of the class: 4.07

Summary:

The students enjoyed the professor. They said she was easy to understand, friendly, knowledgeable, and passionate. Students found the lectures interesting and the exams fair; however, they said the lectures can get repetitive and boring. They also said that the grading can be inconsistent and subjective. A grading rubric and clearer explanation of what is expected of the class would improve the course. Other students would like to have the power point presentations available on Blackboard. Future students should know that there is a lot of reading and that they should take advantage of the extra credit opportunities. Class attendance is very important.

AS.130.106.01

Freshman Seminar : Ancient Empires
Jacob Lauinger

Overall quality of the class: 4.58

Summary:

Students found the best aspect of the course were the personalized one-on-one feedback sessions from the professor. Students found the workload manageable and fair and they enjoyed the small class size which facilitated class participation and discussions. A few students

NEAR EASTERN STUDIES

commented that since the focus of the class is very narrow, it made lectures boring and hard to stay engaged. One way to improve the class would be broaden the range of topics presented and having more opportunities to earn grades (i.e., quizzes, group project, etc.). Future students should know that even though the course is called “Ancient Empires”, it only deals with 1 empire: the Neo-Assyrian Empire.

AS.130.135.01

Ancient Egyptian Civilz

Betsy Bryan

Overall quality of the class: 4.5

Summary:

Students enjoyed the video conferences with Egyptology abroad. They found the professor very knowledgeable, interesting, and experienced. Students however said that the due to the amount of writing that is done in this course, it should be classified as writing intensive. They also felt that there was a lot of reading, some of it tedious, for a 100-level course. Ways to improve the course would be more feedback on papers, making lectures and discussions more interactive, and decreasing the reading and writing load. Future students should know that this course requires 2 tests, four 5 page papers, a group project, and weekly readings. It helps to have an interest in ancient history when taking this course.

AS.130.330.01

Sex and the Garden

Ellen Robbins

Overall quality of the class: 5.0

This class had 5 or fewer comments.

AS.130.336.01

Human Sacrifice in the Ancient Near East and Beyond

Heath Dewrell

Overall quality of the class: 4.55

Summary:

Students found the small group discussions intense, interesting and thought-provoking. They said the professor was an effective leader, very motivational, and very accessible for individual help. Students found some of the readings very long and found the Biblical references hard to learn. Future students should stay on top of the reading and not get behind – it is very hard to catch up. They said the class was very rewarding and they were glad they took the class.

AS.130.338.01

NEAR EASTERN STUDIES

The Talmud as Read in the Middle Ages

David Katz

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.130.343.01

Dead Sea Scrolls-English

P McCarter

Overall quality of the class: 4.00

Summary:

Students called the instructor phenomenal, an expert in the field, and extremely intelligent. They said the workload was perfect and the topic very engaging. Some students said that there was nothing bad about the course while others said the lectures became monotonous and lacking in energy. Students would like to have more time in class dedicated to interactive participation and discussion. Future students should know that the readings are essential to success in the class and that it is helpful to have some knowledge of Judaism and Christianity history.

AS.130.352.01

History of Hasidism

David Katz

Overall quality of the class: 4.38

Summary:

Students found the material very interesting and the course well structured since it moves chronologically through time. They said the instructor was extremely knowledgeable. The worst aspect of the course is that the lectures can be long and boring. Also, some of the reading material was hard to locate. Ways to improve the class include making it more interactive and providing power point lecture slides. Future student should know that it is beneficial to have some background in Jewish education.

AS.130.354.01

Archaeological Method and Theory

Michael Harrower

Overall quality of the class: 2.93

Summary:

NEAR EASTERN STUDIES

Students found the course very informative on what is needed to pursue an archaeology major. The small class size was conducive to learning in a casual, relaxed atmosphere. The worst aspect of the course was that the professor would often get disorganized, lose focus, and go off on random tangents. Some ways to improve the course would be to streamline the lectures, use slides to stay organized, and keep discussions on task and focused. Future students should know that this is not an introductory course – students should take other archaeology courses before taking this one. There is a lot of reading and the course is difficult.

AS.130.373.01

Prophets and Prophecy in the Bible

Theodore Lewis

Overall quality of the class: 4.33

Summary:

Students said the best aspect of the course was the professor. They described him as organized, informative, friendly, passionate, and energetic. He was a phenomenal story-teller who brought life to the biblical passages that were discussed in class. The worst aspect of the course is that the readings can be dense, numerous, and long, the workload can be daunting, and that there are a lot of ambiguous questions that are left unanswered. Students said the class could be improved if there was more introduction to the bible and more class discussion time. Future students should know it is helpful to have previous knowledge of the Hebrew Bible and that it is essential to keep up with the readings.

AS.130.400.01

Intro to Middle Egyptian Intro to Middle Egyptian

Richard Jasnow

Overall quality of the class: 5.00

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
NEUROSCIENCE

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- 4-Good
- 5-Excellent

AS.080.105.01
An Introduction to Neuroscience
Stewart Hendry

Overall quality of this course: 4.65

Summary:

The best aspects of this course include the instructor’s engaging and witty lectures which are interesting and easy to understand. Some students felt that there was sometimes too much information and memorization required for each test in an introductory level class. Suggestions for improvement include giving shorter tests and as well as suggesting a textbook and online resources to supplement the lectures. Some students feel that more review sessions would be helpful. Future students should be sure to attend class, space out their studying, and be dedicated to the memorization of the material. This is a good class for students considering a neuroscience major.

AS.080.250.01-03
Neuroscience Lab
Eric Fortune; Linda Gorman

Overall quality of this course: 4.32

Summary:

The best aspects of this course were the hands-on lab experiments, especially the sheep brain dissections. Some students felt that the focus dedicated to certain labs was uneven, including too much of an emphasis on electrophysiology and aplysia. Some students also felt that the in-class lectures could have been more informative and productive. Suggestions for improvement

NEUROSCIENCE

include making certain experiments more accessible and user-friendly, especially the electrophysiology labs. Prospective students should be prepared to attend lab and read their lab manuals before class. They should know that the grading is fair and that the test and practical exam are challenging.

AS.080.301.01

Stress and the Brain

Farrah Madison

Overall quality of this course: 4.00

Summary:

The best aspects of this course included a knowledgeable and engaging instructor, comprehensive lectures, and a small class size which allowed for increased personal attention towards each student. Some students felt that the PowerPoint presentations seemed confusing and needed to be more organized and polished. Some students would have liked to have a textbook or supplementary reading material. Some students felt that the instructor was sometimes anxious in front of the class. Suggestions for improvement include adding a textbook or background readings to the class. Prospective students are advised to take the class; it is a relatively easy and interesting upper level neuroscience class.

AS.080.305.01

The Nervous System I

Stewart Hendry

Overall quality of this course: 4.65

Summary:

The best aspects of this course included very clear and interesting lectures, an instructor who was compelling and willing to give individual help, and a very interesting syllabus and choice of topics to learn. Students enjoyed how intellectually challenging the course was. Some students felt that the instructor's assistant was hard to understand. Some students believed that the tests were incredibly difficult due to confusing phrasing of questions and the large amount of information covered per test. Suggestions for improvement included meeting more times per week in order to better understand the material. Prospective students should be aware that there is a heavy workload, a lot of memorization, and difficult tests. Students suggested that having a background in neuroscience and having taken introductory neuroscience classes helps you succeed in this class.

AS.080.313.01

The Biology of Neural Development

Stewart Hendry

Overall quality of this course: 4.59

NEUROSCIENCE

Summary:

The best aspects of this course included a competent and interesting instructor and students' ability to choose topics of their own in student presentations, allowing the class to be based on students' interests. Most students really enjoyed the course and had few complaints.

Suggestions for improvement included providing a little more structure in the outline of the class and more personal feedback on the assignments. Prospective students should be prepared to read scientific papers and prepare their own opinions on them in a presentation.

AS.080.324.01

Neuroscience Journal Club

Linda Gorman

Overall quality of this course: 4.6

There were five or fewer comments for this course.

AS.080.330.01

Brain Injury and Recovery

Linda Gorman

Overall quality of this course: 4.48

Summary:

The best aspects of this course included the freedom to choose and present on scientific papers of the student's choice, the practice in writing responses to scientific papers, and the quality and content of lectures. Some students felt that there were too many reading assignments a week. Suggestions for improvement include reducing the amount of written responses required to readings and providing a clearer syllabus. Prospective students should be prepared for a lot of scientific reading and writing.

AS.080.345.01

Great Discoveries in Neuroscience

Jay Baraban

Overall quality of this course: 4.44

Summary:

The best aspects of this course included the focus on important and current topics in neuroscience as well as the instructor's ability to teach how to approach scientific papers. Some students felt that the grading system was a bit unclear and subjective. Suggestions for improvement include more clarity in respect to grades and providing a little more background information concerning the content discussed in the scientific papers. Prospective students should be prepared for weekly quizzes based on journal articles and a fair amount of reading.

NEUROSCIENCE

AS.080.355.01

Visual System

Stewart Hendry

Overall quality of this course: 4.88

Summary:

The best aspect of this course was an extremely knowledgeable and skilled instructor who engaged the class and was available on a one-to-one basis. The class was also graded very fairly. Some students felt that the material was sometimes difficult to grasp. Prospective students should be prepared to have a solid neuroscience background in order to keep up with a fast paced class; they will be required to read a lot.

AS.080.360.01

Diseases and Disorders of the Nervous System

Guy McKhann; Stewart Hendry

Overall quality of this course: 3.96

Summary:

The best aspects of this course included very interesting topics and guest lecturers prominent in their individual fields. Some students felt it was difficult to study for exams because of the number of guest lecturers and the poor organization of topics. Suggestions for improvement would be to better organize the class so that the material was less scattered and for there to be a greater availability of lecture material outside of class, such as a podcast or digital recording. Prospective students should take detailed notes on the individual lectures in order to do well on exams.

AS.080.401.01-02

Research Practicum: KEEN (Kids Enjoying Exercise Now)

No instructor listed

Overall quality of this course: 4.53

Summary:

The best aspect of this course was the chance to interact with children, which was extremely rewarding for students. Some students felt that the class took a lot of time out of their schedules on weekends. Suggestions for improvement included adding more organization and flexibility into the course schedule so students could work on Sundays. Prospective students should be prepared to devote time to travelling to the KEEN site, but be prepared for an extremely rewarding and enjoyable experience.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
PHILOSOPHY

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- 3-Fair
- 4-Good
- 5-Excellent

AS.150.111.01, 02, 04, 08

Philosophic Classic

Dean Moyar

Overall quality of this course: 3.78

Summary:

The best aspect of this course was the great selections of readings and wide range of topics covered. Students found the professor to be engaging and insightful, but felt the lectures were hard to follow. The worst aspect of this course was the lack of guidance on how to write the papers. Future students should know that their grade is entirely based on papers, so this course is based on reading and writing. Students should also know that lecture attendance is mandatory.

AS.150.191.01

Freshman Seminar: Philosophy of Love

Laura Papish

Overall quality of this course: 4.62

Summary:

The best aspect of this course was the engaging professor. Students described the professor as being approachable, friendly, and a fair grader. Students enjoyed the class topics and discussions. The worst aspect of this course was the difficult and sometimes unnecessary readings. Students would prefer if the course met multiple times a week instead of one long class period. Future students should know that this course is heavily based on reading and writing.

PHILOSOPHY

AS.150.201.01-04

Introduction to Greek Philosophy

Richard Bett

Overall quality of this course: 3.84

Summary:

Students felt that the strongest aspects of the course were the professor's lectures and the readings. Students like that the lectures covered a diverse variety of topics and enjoyed the professor's lecture styles. However, students did not like how unhelpful the TA was, and they felt that the papers were difficult. Suggestions for improvement include having more guidelines on the papers and eliminating the section meetings with the TA's. Future students should know that there is a lot of reading, but the course is otherwise interesting.

AS.150.219.01-04

Intro to Bioethics

Hilary Bok

Overall quality of this course: 3.91

Summary:

Students felt that the strongest aspects of the course were the interesting reading as well as the class discussions. Students also liked the TA's and thought that they were helpful. Students did not enjoy the amount of reading and thought that the lectures were a bit repetitive.

Suggestions for improvement include assigning less readings as well as changing the style of the lectures. Future students should know that there is a heavy workload, but attending lecture is not necessary to do well in the course.

AS.150.245.01-04

Introduction to Philosophy of Mind

Meredith Williams

Overall quality of this course: 3.09

Summary:

Students felt that the best aspects of the course were the lack of a final exam as well as the exposure to a variety of topics. However, students did not like the heavy workload, which included a lot of dense readings and writing. Students also felt that the professor was very dull and hard to pay attention to during lectures. Suggestions for improvement include making the readings more manageable and the lectures more interesting and effective. Additionally, sections were more useful, depending on which TA a student had, so students suggested making the TA sections more evenly distributed. Future students should know that the readings are very difficult and a background in philosophy is extremely useful.

PHILOSOPHY

AS.150.304.01

The Ethics and History of Human Experimentation

Dan O'Connor

Overall quality of this course: 4.8

Summary:

Students felt that the best aspects of the course were the professor's lecture style and approachability. Students enjoyed how the course was discussion-driven and felt that the discussions were interesting and useful. However, students did not like the heavy amount of reading. Suggestions for improvement include making it clearer which readings were optional and which were required. Future students should know that the class is highly recommended, but heavy on the reading. Additionally, no background in bioethics is required to take the course.

AS.150.313.01

Philosophy of Race and Gender

Laura Papish

Overall quality of this course: 4.59

Summary:

Students felt that the best aspects of the course were the professor's enthusiasm and knowledge on the topics. Additionally, students felt that the readings were very interesting and that the class discussions were very entertaining and useful. However, students did not enjoy how the discussions got a little sidetracked at times and the lack of feedback on writing. Suggestions for improvement include having more control over the class discussion so to prevent sidetracking. Future students should know that the course is highly recommended, but the readings are long and require time to understand.

AS.150.412.01

Kant's Critique of Practical Reason

Eckart Forster

Overall quality of this course: 4.83

Summary:

The best aspects of this course included the lectures and the structure of the course material. The professor was very knowledgeable and good at explaining the course material. Students did not like that the class was at 9 a.m. Suggestions for improvement included mentioning the major concepts of each philosopher. Prospective students should know that having a background of Kant's work is useful.

PHILOSOPHY

AS.150.414.01

Topics in Political Philosophy: Liberalism

Dean Moyar

Overall quality of this course: 3.82

Summary:

The best aspects of this course included the course materials and the instructor's lectures. Students liked the stimulating class discussions and journal entries. Students felt that there was a lot of dense reading and that each class lasted too long. Suggestions for improvement included having more outside commentary and news with the readings and taking a more structured approach to the class. Prospective students should know that there is a lot of reading involved in the course.

AS.150.420.01

Intermediate Symbolic Logic

Robert Rynasiewicz

Overall quality of this course: 2.92

Summary:

The best aspects of this course included the interesting course material and lectures. Students felt that they learned a lot. Students felt that the instructor was unable to effectively explain the course material and that the class was too challenging. Suggestions for improvement included making the homework easier or spreading it out between weeks. Prospective students should know that the class will be very hard if they do not have a background in proofs and set theory and that the class is very time-consuming.

AS.150.477.01

Existentialism

Giorgi Lebanidze

Overall quality of this course: 3.45

Summary:

The best aspects of this course included the class discussions and course material. The instructor provided students with different perspectives on the material. Some students felt that the instructor was unable to interpret the material, that the readings were very dense and that the class was disorganized. Suggestions for improvement included having more organized lectures and engaging the students through student-led presentations or an online forum. Prospective students should know that the reading is dense.

PHILOSOPHY

AS.150.484.01

Is Knowledge Possible? : Epistemic Problems, Puzzles & Paradox

Peter Achinstein

Overall quality of this course: 4.36

Summary:

The best aspects of this course included the in-class discussions, readings and unique curriculum. The instructor is very knowledgeable and prominent in the field of philosophy. Students felt that the class was not organized very well. Suggestions for improvement included having a syllabus and a clearer idea of the direction of the course in the beginning of the class. Prospective students should know that there is only one paper and test in the course, and that Professor Achinstein is not an easy grader.

AS.150.490.01

Animal Minds

Ruth Leys, Meredith Williams

Overall quality of this course: 3.71

Summary:

The best aspects of this course included the readings and discussions. The instructor encouraged the students to reflect on the readings. Students felt that there was a lot of reading that was hard to understand due to the vocabulary. Suggestions for improvement included providing a basic guide to each philosopher, assigning less reading and making the length of the class shorter. Prospective students should know that the articles for this class are human, not animal based, and that there is a lot of reading.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
PHYSICS AND ASTRONOMY

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- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.171.101.01-15
Gen Physics : Phys Sci Maj I
Bruce Barnett

Overall quality of the class: 3.81

Summary:

The best aspects of the course were the multiple hands on demonstrations in class which were entertaining and engaging. Students said the instructor genuinely enjoyed teaching and presented complex information in a way that made it understandable. The course was well organized and structured. The worst aspect of the course is that the exams are very challenging and that class becomes boring when the professor reads directly from his notes. The professor is also hard to hear at times and speaks with a soft, monotone voice. Some sections are not very helpful due to language barriers. Also, the online homework is often times graded incorrectly. To improve the course, some students suggested slowing down the pace, reviewing the test questions after the exam, fixing the errors with the Wileyplus program, and giving practice tests that better prepare the students for exams. Students also wanted a step-by-step explanation of answers to some of the harder problems in class. Future students should have a basic understanding of calculus and derivatives and know that this was a challenging class for many students. You need to go to each class because attendance and CPS is a large part of your final grade.

AS.171.102.01-05
General Physics II
Petar Maksimovic

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Overall quality of this course: 3.73

Summary:

The best aspect of this course is the great professor. He is extremely accommodating and offers plenty of help and opportunities to succeed. The worst aspect of this course is the difficult content. Students felt there was too much homework that did not correspond to the exams. Students also wished that they had more advanced notice of the exams. Future students should know that this is a difficult and time-consuming course.

AS.171.103.02-10

General Physics I for Biological Science Majors

David Kaplan

Overall quality of the class: 3.83

Summary:

Students said the best aspects of the course were the demonstrations and the professor. Students said he was able to explain the concepts on a very basic level and gave good examples and demonstrations that clarified the material. They described him as interesting, engaging, cheerful, clear, fair, and concise. Also, the homework problems were appropriate and helpful. The worst aspects of the course are the challenging material, difficult home works and hard exams. Also students said the section meetings were not effective. To improve the course students suggested better review sessions, more effective and useful sections, homework problems that prepare the student for exams, and more resources for physics help. Future students should be prepared for a challenging class with homework assignments that require a lot of time to complete. Also the course moves fast so it is important to keep up with the readings. Students should have knowledge of trigonometry and calculus. It is beneficial to have previous physics experience but it is not required.

AS.171.105.01-02

Classical Mechanics I

Norman Armitage

Overall quality of the class: 3.70

Summary:

Students said the best aspect of the course were the fascinating and instructive in-class demonstrations. They said the home work problems were a good review of the material and prepared students for the exams. The professor was encouraging and had a good lesson plan for each class. The worst aspect of the class is that a majority of the time was spent going over derivations and not explaining concepts. Students did not like the professor's teaching style: he had poor time management skills and was sometimes condescending to students. To improve the course students suggested reviewing the exams and homework problems after they were graded. They also suggested more effectively using class time to cover material other than

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derivations. Future students should have a background in physics and math (calculus, vector multiplication and matrices).

AS.171.113.01

Subatomic World

Barry Blumenfeld

Overall quality of the class: 4.47

Summary:

Students said the best aspect of the course was the instructor. He was described as informative, passionate, and engaging. This is a great course for humanities majors because the instructor is able to effectively explain complex topics in an understandable manner. Students found the lectures well-organized and fun. The worst aspect of the course is that the material is very complicated for students without prior physics experience. Also the homework problems did not prepare students for the exams. To improve the course, students suggested making the homework problems more applicable to the course and exams. Future students should attend each class and know that the workload is average.

AS.171.201.01-02

Special Relativity/Waves

Andrei Gritsan

Overall quality of the class: 3.52

Summary:

Students said the best aspect of the course was the interesting material and well organized and planned lectures. The demonstrations were helpful in understanding the material. The worst aspect of the course is that it is extremely difficult. Also students commented that the homework grading was overly harsh and was not synced with lectures. Students also said the waves textbook was not helpful. To improve the course students suggested a new waves book. Also more time should be spent discussing purposes and applications during class. Future student should know that this is a very challenging course.

AS.171.221.01

Physics of Human Energy Use

Julian Krolik

Overall quality of the class: 4.17

This class had 5 or fewer comments.

AS.171.301.01

Electromag Thry II

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Chia Ling Chien

Overall quality of the class: 3.5

Summary:

Students said the best aspects of the course were the easy to follow, engaging, and interesting lectures. Dr. Chien is a fantastic and enthusiastic professor who is able to clearly explain the material. The worst aspect of the course is that the homework was often too difficult, poorly written, and not returned in a timely manner. Also the pace of the course was very fast since there was so much material to cover. To improve the course, students suggested slowing down the pace of the course (or restructuring the curriculum so that it covers less material) and assigning homework that is more reflective of the exam questions. Future students should know that this is a difficult course with lots of work and many abstract concepts. Also students should know Calc 3. Some students suggested not taking this course until it is restructured again.

AS.171.303.01

Quantum Mechanics I

Susan Kovesi-Domokos

Overall quality of the class: 4.1

Summary:

Students said the best aspect of this course is the good textbook and the fact that the course is well taught and organized. Students said the problems sets were helpful and interesting. They found the professor resourceful and inspiring. The worst aspects of the course were the long difficult exams and lectures that moved too quickly and were sometimes hard to follow. To improve the class, students suggested that the instructor spend more time explaining things to students instead of writing things on the blackboard. Also students wanted homework problems that were more reflective of the exams. Future students should know that this class is difficult and there is a significant amount of homework.

AS.171.309.01

Wave Phenomena with Biophysical Application

Mark Robbins

Overall quality of the class: 4.0

Summary:

Students said the best aspect of the course is the challenging and interesting material. The review sessions and office hours are helpful. The worst aspect of the course is that the instructor rushes through the difficult material which makes it hard to understand. The workload and reading load is heavy. To improve the course, students suggested more

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interesting labs, better online notes, and providing more problem sets that would help them understand the material. Future students should know that this is a tough theory-based course.

AS.171.312.01

Stat Physics/Thermodyn

Charles Bennett

Overall quality of the class: 4.13

Summary:

The best aspect of the course was the professor who did an excellent job of explaining the material in an easily understood way. He was very effective in teaching the material and engaging the students. The worst aspect of the course was a textbook that was not very useful and that the homework assignments did not prepare students for the exams. To improve the class, students suggested using a new textbook. Future students should know that this is a challenging and rigorous course; therefore, it is important to attend every class and section.

AS.171.321.01

Introduction to Space Science and Technology

Henry Moos, Stephen Murray

Overall quality of the class: 4.07

Summary:

The best aspects of the class were the interesting and engaging lectures by the professor and guest speakers. It is an interesting look into the space industry which covers a wide range of subjects in space science. The worst aspect of the course is that there was a disconnect between lectures, assignments and exams. Also the course was disorganized and lacked focus. During the final presentations, Professors Moos and Murray interrupted excessively to the point of being rude. To improve the course, students suggested making the course more organized by having deadlines and criteria for the semester-long project ahead of time. Also students would like there to be more correlation between the homework, exams, and lecture. Future students should know this course involves a semester-long mission concept group project. Also, meet with the professors multiple times while working on the main project to obtain their guidance and help.

AS.171.333.01

Planets, Life and the Universe

Colin Norman

Overall quality of the class: 2.83

Summary:

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The best aspects of this course were the visiting lecturers who were the tops in their respective fields. The class material was on the cutting edge of science. The worst aspect of the course is that it is very disorganized and is more biology oriented. Also the course was disjointed since it was many different professors teaching many different topics. To improve the course, students suggested improving the course organization and having the professors instead of TAs lead the course. Future students should know that the problem sets are very long and time consuming. It is important to have knowledge of biology, chemistry, geophysics, astronomy, and physics – there is a steep learning curve for the course.

AS.171.605.01

Quantum Mechanics

Zlatko Tesanovic

Overall quality of the class: 4.32

Summary:

Students said the best aspect of the course was the professor's interesting lectures and teaching style. He is knowledgeable and answers questions thoroughly. The worst aspect of this course was the lack of a textbook. Others said some of the homeworks were too long and difficult, and that they were not returned in a timely fashion. To improve the class, students suggested having a textbook that they can use as a resource. Students would also like more information from the professor – for instance, they would like the solutions to the homework sets and would like more explanation on what to expect from the midterm. Future student should know that this class is extremely hard even if you have taken quantum mechanics before.

AS.172.203.01

Contemporary Phys Sem

Robert Leheny

Overall quality of the class: 4.56

Summary:

Students said the best aspects of the course are the interesting and topical material that is discussed. They said the professor is engaging, easy to understand, humorous, and inspiring. The worst aspect of the course was that the material was sometimes too advanced to understand and follow. To improve the class, students suggested having a longer lecture so that the material can be covered effectively. Future students should know that there is 1 small reading assignment per week.

AS.173.111.01-23

General Physics Lab I

PHYSICS AND ASTRONOMY

Morris Swartz

Overall quality of the class: 3.06

Summary:

The best aspect of the course is that all work is completed during lab period; therefore, there is no work that must be done outside of lab. Students said the work was interesting and the grading was fair. Also, it provided a chance to improve excel skills. The worst aspect of the course is that the labs did not coincide with the material taught during lecture and that there was little to no direction on the lab. Students said the labs were more math than physics oriented. Also grades were not returned in a timely manner. Many students said that this was an exceedingly difficult class. To improve the class, students suggested synchronizing the labs with the lectures, providing clearer directions on experiments, and doing less error propagation. Students would also like more time to complete the lab reports and not have paperless labs. Future students should be familiar with EXCEL, partial derivations, calculus, error propagations, and statistics. Students said that this class can be very frustrating and stressful since you must complete the lab and lab report during the 3 hour time period; therefore, you must manage your time wisely.

AS.173.112.01-06

General Physics Lab II

Morris Swartz

Overall quality of the class: 3.31

Summary:

Students said the best aspects of this course were the interesting and fun lab experiments that provided hands-on experience in physics. Students liked that all the work is completed during class time and there is no time commitment at home. The worst aspect of the course is that the labs often ran over the designated time. Also, the labs did not always relate to what was being taught in lecture class or covered material that had not yet been presented in class. Some students found the labs poorly structured and unclear. To improve the class, students suggested synchronizing the labs and lecture so both correlate. Also students suggested shortening the actual time spent conducting the experiment so more time could be spent on writing the lab report. They also wanted clearer instructions on writing the lab reports and said it would be helpful to have an outline of the goal for each lab. Future students should be prepared to stay later than the designated lab time; therefore, they should not schedule another class immediately after the lab. Also it is important to read the labs beforehand so you are familiar with the experiment before going to class.

AS.173.115.01

Classical Mechanics Lab

Morris Swartz

PHYSICS AND ASTRONOMY

Overall quality of the class: 3.19

Summary:

Students said the best aspect of the course was that all work was completed during lab time. They also liked the hands-on experiments that demonstrated the concepts that were being taught in lecture. It gave students the opportunity to apply the mathematical and physical concepts learned in class. The worst aspect of the class was the lack of clear direction on lab procedures as well as the long late lab hours. To improve the course, students suggested better pre-lab instructions, performing labs that are easier to understand, and having step-by-step instructions for each lab. Future students should read the lab procedures before the lab because the work needs to be done quickly and efficiently. There is not much extra time to redo the lab if you mess up. They should also have an understanding of partial derivatives so they can perform the error analysis on the lab.

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- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.190.101.01-10
Intro American Politics
Benjamin Ginsberg

Overall quality of this course: 3.90

Summary:

The best aspects of this course were the engaging lectures as well as interesting discussions on current politics. However, student did not like how there was such little emphasis on lecture material on the exams. Students thought the weakest aspect of the class was the grading structure; exams were worth 80% of the final grade. Suggestions for improvement included placing more emphasis on lecture material. Future students should be aware that the class involves a lot of reading, but it is an enjoyable course.

AS.190.213.01-10
International Politics
Daniel Deudney

Overall quality of this course: 4.47

Summary:

The best aspects of this course are a knowledgeable and captivating lecturer who thoroughly covers all of the material outlined in the syllabus. However, the reading requirements were difficult to keep up with. Also, it was hard to know what material to study for tests. The course could be improved by breaking the class into smaller sections so more people could participate in discussions. Future students should be aware that a lot of reading is required in this course.

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AS.190.225.01-06

Introduction to International Studies

Siba Grovogui

Overall quality of this course: 3.66

Summary:

Many students enjoyed this class because the workload was very reasonable. Also, active thinking was encouraged and students were able to argue both sides of an argument. However, the lecture topics were often unorganized so it was difficult to follow them or look back on notes. An outline or syllabus to the course could have improved it, as well as more involvement in the TA sections. Future students should be aware that it is a great class, but it is theoretical in nature.

AS.190.230.01-02

Introduction to the European Union

McCartney

Overall quality of this course: 3.45

Summary:

The best aspect of this course was the well-organized lecture style of the instructor. However, the material was often very dry at times, and the expectations for assignments were difficult to understand. More graded assignments, or better preparation before exams would improve this class. Future students should be aware that going to class is crucial to their grade. Also, they should use the textbook readings and lecture notes cohesively in order to understand the course material thoroughly.

AS.190.280.01-04

Political Persuasion (Classics of Political Thought I)

Jane Bennett

Overall quality of this course: 4.26

Summary:

The highlights of this course were a captivating lecturer as well as interesting course material. Students felt educated on topics they wished to learn more about and learning was enjoyable. At times, the material was a little dry or lecture lacked structure for certain topics. Lecture handouts and more feedback on graded assignments would improve the class. Future students should be aware that this class focuses on political philosophy and theory.

AS.190.315.01

POLITICAL SCIENCE

Asian American Politics

Erin Chung

Overall quality of this course: 4.39

Summary:

The best aspect of this course was a passionate professor who was able to keep students engaged for a long lecture. However, the course load for this course was higher than anticipated, including readings, weekly papers, a group project, and an exam. Some felt the level of the course should have been higher based on the amount of work expected. Breaking up the course into two lectures or scaling down on repetitive readings would improve the class. Future students should be aware that the group project requires a large commitment outside of class.

AS.190.327.01

Politics of Information

Renee Marlin-Bennett

Overall quality of this course: 3.76

Summary:

The material discussed in this course was very interesting and kept students participating throughout the class. However, some felt that a lot of the required readings, and teachings were too theory based and did not have enough real life applications. Also, the professor seemed to present controversial topics in a very one-sided manner at times, making students tentative to participate by commenting on the opposition. Less reading assignments and more even grade distribution between tests and writing assignments would improve the class. Future students should know that a lot of topics will be covered, and that the class requires a solid amount of work.

AS.190.329.01

National Security-Nuclear Age

Steven David

Overall quality of this course: 5.00

Summary:

The best aspects of this course were a knowledgeable professor that was able to present complex scenarios effectively. The exams were difficult and graded strictly. The course could be improved by having more small assignments between exams. Future students should know that this was claimed to be many students' favorite class they had taken at Hopkins, but it is by no means an easy A as a heavy workload is required.

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AS.190.333.01

Amer Constitutional Law (AP/LP)

Joel Grossman

Overall quality of this course: 3.88

Summary:

The best aspects of the course was the work required since it was always engaging, required one to apply knowledge to case studies, and was never simply busy work that was never required later in the course. Some students felt the professor did not organize the class structure well at times. More class discussion and fewer readings would improve the class. Future students should know that grading is tough, but it is a great course.

AS.190.337.01

The Constitution and the Criminal Justice System

Joel Grossman

Overall quality of this course: 3.98

Summary:

The best aspects of this course were a lighter course load than the typical Hopkins class, as well as topics that were fascinating. The worst aspects were dense readings, as well as grading based only on a midterm and final. The class could be improved by having more student interaction in class with discussions. Future students should know that attending lecture and doing the readings is important to stay current with the course material.

AS.190.339.01

American Racial Politics

Lester Spence

Overall quality of this course: 4.62

Summary:

The best aspects of this course were an engaging professor, dynamic lectures, and involvement through in-class discussions. At times, the readings for the class could be a little heavy or and there wasn't a lot of feedback on work. Outlining topics and relating topics to one another could improve the class. Future students should know that it is a great class to take but they will be challenged by the material and work.

AS.190.343.01-04

Nationalism

Michael Hanchard

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Overall quality of this course: 3.79

Summary:

The best aspect of this course was a wide variety of course material covered. However, sometimes the readings were too long or irrelevant to the lectures. Organizing the course material better or having more relevant lectures that were related to the exam would improve the class. Future students should know that the class is very theoretically based and the exams are based on the readings.

AS.190.344.01

Seminar in Anti-Semitism

Benjamin Ginsberg

Overall quality of this course: 4.14

Summary:

The best aspect of this course was a knowledgeable and approachable professor who inspired interest in the course. Some students did not enjoy the organization of the class, where students give presentations to educate others on course material rather than direct lecture from the professor. Also, the depth of information acquired by students is dependent on how much they invest in the course, since readings are only required for the week they are to present to the class. Giving students more feedback throughout the semester would improve the class. Future students should know that the course load is light for a Hopkins course and the material is engaging.

AS.190.384.01

Urban Politics & Policy

Lester Spence

Overall quality of this course: 4.44

Summary:

The best aspects of this course were the discussion based setting and the subject matter. Students felt comfortable sharing their opinions on various issues while still receiving input on the validity of their claims from the professor. At the same time, the subject matter of the course was interesting and readings were relevant to course work. Some weeks the reading required was very heavy and difficult to complete. Also, some students anticipated certain topics to be covered in this class that are covered in the second half of the course. Quicker feedback on work would help improve the class. Future students should know that the final project is time consuming, but the class is highly recommended.

AS.190.389.01

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A Seminar on the Institutional Development of the Congress and Presidency Joseph Cooper

Overall quality of this course: 4.25

Summary:

The best aspect of the course was the professor, who engaged students during class time and was genuinely dedicated to seeing his students succeed. Some felt class time was a little too long, and that lectures seemed to lose momentum at times. Including students more in discussion rather than just lecturing could improve the class. Future students should know that there is a lot of reading involved for the class, but the professor is extremely knowledgeable.

AS.190.398.01 Politics of Good & Evil William Connolly

Overall quality of this course: 4.33

This class had 5 or fewer comments.

AS.190.405.01 Food Politics Adam Sheingate

Overall quality of this course: 4.78

Summary:

The highlights of this course include an excellent lecturer, successful integration of current topics into the course material, and an educational field trip. Some felt the class readings were a bit dense and lengthy. Also, the topics assigned for short papers were often a little broad to include in one concise paper properly. Balancing the readings over a multitude of topics, rather than focusing on some more than others, would help improve the class. Future students should know that there are no tests so grades are based on papers and class participation.

AS.190.411.01 Environment and Development in the Third World Margaret Keck

Overall quality of this course 4.25

Summary:

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The best aspect of this course was in class discussion on the weekly readings. However, some felt the readings were too long certain weeks and difficult to get through while still retaining the information. More class structure and organizing readings around presentations would improve the class. Future students should know that the final paper is extremely important to their final grade and they therefore should make sure they get their work done in a timely manner.

AS.190.422.01-06

Republicanism

Daniel Deudney

Overall quality of this course: 4.75

Summary:

The best aspect of this course was the professor, since he was able to portray the information required of the course in an engaging. The material was also primarily based on his own research so he was well versed in it. Some felt the course lacked a bit of structure, whether it was moving section meeting times around, announcing review sessions too close to their actual time, or an unknown date and time of the final. Having more similar discussion between sections with different TA's would improve the class. Future students should know that attending lecture is important because there is information discussed in class that can't be found in the readings.

AS.190.424.01

Policy Disasters

Steven Teles

Overall quality of this course: 4.95

Summary:

The best aspects of this course were the topic choice, assigned readings, and the lectures. However, sometimes the readings were too long and difficult to complete week to week. Focusing more on specific topics from each book read in order to enable more topics to be covered would improve the class. Future students should know that there is a lot of reading involved in this class but the grading is fair.

AS.191.326.01

Sex, Gender and War

Lauren Wilcox

Overall quality of this course: 4.75

This class had 5 or fewer comments.

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AS.191.335.01

Arab-Israeli Conflict (IR)

Robert Freedman

Overall quality of this course: 4.48

Summary:

The best aspects of this course were the course content and the depth of knowledge of the professor. The worst aspects are the fact that there are only two grades (midterm and final) and the reading can be a bit heavy at times. Changing the grading system to including a paper as well as class discussion would improve the class. Also, the textbook and required books for the class ended up being a bit pricey. Future students should know they could take this class even if they don't have prior knowledge on the topic.

AS.191.345.01

Russian Foreign Policy (IR)

Robert Freedman

Overall quality of this course: 4.67

Summary:

The best aspects of this course were the material and the integration of current events into the topics being studied. Sometimes the readings didn't seem to correlate with course material, and feedback was hard to come by since there weren't a lot of assignments (just a midterm and final). More graded assignments to breakdown grades evenly, as well as spending equal time on all topics rather than focusing on some more than others for weeks would help improve the class. Students should be aware that there is a 20 page final paper due at the end of the semester than they should begin to work on as soon as possible.

AS.191.354.01

History of US Latin American Relations

Wayne Smith

Overall quality of this course: 3.58

Summary:

The best aspects of this course were strong lectures and a professor who had a lot of first-hand experience with the material. The worst aspects were that grades were based on just a midterm and final; students disliked that minute fact memorization was crucial to succeeding on exams. Having a paper to analyze numerous class themes or having discussion in class rather than just lecture would improve the course. Future students should know that since there are only two grades for the class, it is important to be well versed in all of the readings and topics covered in class.

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AS.191.355.01

The Military in American Politics

Adler

Overall quality of this course: 3.64

Summary:

The best aspects of this course were a knowledgeable professor and interesting course material. The worst aspects were forced in class discussions and having a final paper due the same day as the final exam. Lightening the work load a bit to make focusing on readings easier would improve the class, as well as eliminating either the final paper or exam. Future students should know that the class period is long, there are weekly papers, and a decent background in military history would be helpful.

AS.191.366.01

Chinese Domestic Politics

Gaye Christoffersen

Overall quality of this course: 3.65

Summary:

The best aspects of this course were as follows; readings that were well rounded and pertained to course material, a very educational research paper assignment, and in class discussions. The worst aspects of the class were ineffective power point slides, a condescending professor at times, and lectures that ran late frequently. Adding more structure to the lectures and including more analysis of the material would improve the course. Future students should know that this is a very informative and interesting course; a background in the subject matter can be helpful but is not required.

AS.191.368.01

International Relations of the Asia-Pacific

Gaye Christoffersen

Overall quality of this course: 4.00

This class had 5 or fewer comments.

AS.191.369.01

Athenian Democracy

Peter Livingston

Overall quality of this course: 4.67

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This class had 5 or fewer comments.

AS.191.370.01

Theories of International Political Economy

Isaac Kamola

Overall quality of this course: 4.36

Summary:

The best aspects of this course were lectures that further explained required readings and good in class discussions. The worst aspect was that the class time seemed to be too long, dragging on lecture and making time unproductive. More student engagement, more group work, and shortening lecture would improve the class. Future students should know that there is a lot of reading required for this course.

AS.191.371.01

Theorists of African National Liberation

Isaac Kamola

Overall quality of this course: 3.80

This class had 5 or fewer comments.

AS.191.375.01

Thinking Organizationally

Steven Teles

Overall quality of this course 4.38

Summary:

The best aspect of this course was a professor who presented information in a way conducive to learning. At times, there was a lot of reading to keep up with. More in class discussions, as well as breaking up assignments into smaller ones would improve the class. Future students should know that the professor inspires students to learn and a background in politics, while helpful, is not necessary.

AS.191.376.01

Public Policy Writing

Kathryn Wagner Hill

Overall quality of this course: 4.23

This course had 5 or fewer comments.

POLITICAL SCIENCE

AS.191.379.01

Thinking Strategically

Karl Mueller

Overall quality of this course: 4.42

This course had 5 or fewer comments.

AS.191.381.01

Thinking Politically

Steven Teles

Overall quality of this course: 4.38

This course had 5 or fewer comments.

AS.191.382.01

Thinking Economically

Paul Dockins

Overall quality of this course: 4.17

This course had 5 or fewer comments.

AS.191.384.01

Thinking Legally

Michael Greve

Overall quality of this course: 4.50

This course had 5 or fewer comments.

AS.191.390.01

Terrorism and Counterterrorism

Max Abrahms

Overall quality of this course: 4.39

Summary:

The best aspect of the course was the professor's teaching style – lectures and in-class debates were engaging, and grades were based on participation in discussion as well as a final paper. At times, the course readings were a bit lengthy or didn't seem to directly pertain to the course material. More feedback on student work, as well as professor

POLITICAL SCIENCE

involvement in class would improve the class. Future students should know that the class isn't particularly difficult, but a lot of work is expected of those enrolled.

AS.191.402.01

Numbers, Pictures, Politics

No Professor Listed

Overall quality of this course: 4.31

Summary:

The best aspect of this course was the professors, as both were interesting to learn from and enthusiastic for the course. Sometimes topics were not fully understood, as the class was long and sometimes they were only covered once. More feedback, as well as a better structure to the course would help improve it in the future. Future students should know that there is a large project due at the end of the semester that they should start as soon as possible.

AS.191.421.01

A Normal Country German Politics and Identity

Fabian Bauwens

Overall quality of this course: 4.86

Summary:

The best aspect of this course was that students felt it was very comprehensive- the topics were very interesting, insightful, and instructive. At times class discussion did not yield useful information, and sometimes the readings were difficult to complete. A few less readings as well as more professor involvement in discussions would help improve the class. Future students should know the class requires them to be capable of independent thought, and that the course is very thorough.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
PROFESSIONAL COMMUNCIATION

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

EN.661.110.01

Professional Communication for Business, Science, and Industry

Julie Reiser

Overall quality of this course: 4.3

Summary:

Students felt that the strongest aspects of the course were the professor, who was extremely approachable and friendly, as well as the feedback on assignments. Students felt that they learned a lot of important skills and real life application of these skills. However, students felt that the workload was overwhelming and that the deadlines were too close to one another. Suggestions for improvement include reducing the number of assignments and including TAs to assist with grading. Future students should be aware of the workload and the time commitment. However, the skills that the students learn will be beneficial as they enter the work force.

EN.661.110.02

Professional Communication for Business, Science, and Industry

Nora Frenkiel

Overall quality of this course: 4.25

Summary:

Students felt that the strongest aspects of the course were the professor as well as the skills they learned. Students felt the professor's passion to teaching helped students learn the skills much faster. However, students did not enjoy the structure of the assignments, which they felt were not spaced out evenly throughout the semester.

PROFESSIONAL COMMUNICATION

Suggestions for improvement include using a TA as well as more instructor feedback on assignments. Future students should be aware that there is a lot of writing and class participation required of the students. However, students will learn important skills for the professional world.

EN.661.110.03

Professional Communication for Business, Science, and Industry

Eric Vohr

Overall quality of this course: 3.74

Summary:

Students felt that one of the best aspects of the course was the extent of skills students learned throughout the semester. Students agreed that the writing skills would be applicable to the real world. However, students felt that the weakest aspects of the course were the professor's disorganization and the poor communication with the professor. Students did not feel comfortable approaching the professor and did not enjoy the way he structured his classes. Suggestions for improvement include more student feedback, rubrics for assignments, better organization of class time, and accessibility to the professor. Future students should be aware that much of the work is not graded, but part of the "participation" aspect of the grade; therefore, students felt that the grading seemed subjective.

EN.661.110.04

Professional Communication for Business, Science, and Industry

Donald McNeilly

Overall quality of this course: 3.37

Summary:

Students felt that the strongest aspects of the course were the enthusiastic professor as well as the light workload. Students enjoyed the professor's teaching style and felt that they learned how to be stronger writers. However, students felt that the worst aspects were the lack of intellectual challenges and lack of graded assignments. Students also agreed that the class structure was disorganized and that the professor was often distracted. Suggestions for improvement include implementing oral presentations into the syllabus as well as more writing assignments. Future students should know that the course has an extremely light work load.

EN.661.110.05

Professional Communication for Business, Science, and Industry

Charlotte O'Donnell

Overall quality of this course: 4.17

PROFESSIONAL COMMUNICATION

Summary:

Students felt that the strongest aspects of the course were the immediate feedback from the professor as well as the practicality of the skills learned. Students enjoyed the range of assignments as well as the friendly class atmosphere. However, students felt that there were some unnecessary assignments during the semester. Suggestions for improvement include less sentence diagramming and specific directions regarding assignments. Future students should know that the workload is not light, but the course is a great introduction to professional writing.

EN.661.110.06

Professional Communication for Business, Science, and Industry

Eric Vohr

Overall quality of this course: 3.74

Summary:

Students felt that one of the best aspects of the course was the extent of skills students learned throughout the semester. Students agreed that the writing skills would be applicable to the real world. However, students felt that the weakest aspects of the course were the professor's disorganization and the poor communication with the professor. Students did not feel comfortable approaching the professor and did not enjoy the way he structured his classes. Suggestions for improvement include more student feedback, rubrics for assignments, better organization of class time, and accessibility to the professor. Future students should be aware that much of the work is not graded, but part of the "participation" aspect of the grade; therefore, students felt that the grading seemed subjective.

EN.661.110.07

Professional Communication for Business, Science, and Industry

Nora Frenkiel

Overall quality of this course: 4.25

Summary:

Students felt that the strongest aspects of the course were the professor as well as the skills they learned. Students felt the professor's passion to teaching helped students learn the skills much faster. However, students did not enjoy the structure of the assignments, which they felt were not spaced out evenly throughout the semester. Suggestions for improvement include using a TA as well as more instructor feedback on assignments. Future students should know that there is a lot of writing and class participation required of the students. However, students will learn important skills for the professional world.

PROFESSIONAL COMMUNICATION

EN.661.111.01

Professional Communication for ESOL Students

Donald McNeilly

Overall quality of this course: 3.8

Summary:

Students felt that the best aspects of the course were the professor and the sections. Students thought that the professor was approachable and led helpful workshop sessions. Students did not enjoy the lack of academic challenges and how busy the professor always seemed. Suggestions for improvement include having the professor respond to students more promptly as well as adding a teaching assistant to help the students when the professor is unavailable. Future students should know that this course will help improve your writing skills despite the light workload. Furthermore, students should be aware of the fact that classes are often cancelled.

EN.661.150.01-02

Oral Presentations

Kevin Dungey

Overall quality of this course: 4.67

Summary:

Students felt that the best aspects of the course were the student presentations as well as the interactive nature of the course. Students agreed that the professor offered good feedback on assignments, which helped students become better speakers. Students did not like how often the syllabus strayed from the original deadlines and assignments. Suggestions for improvement include having a more consistent syllabus as well as spending more time in class focusing on particular exercises. Future students should know that they must put in the time to receive a good grade. However, all of the work is worth it as the course will definitely make students better presenters.

EN.661.150.03

Oral Presentations

Julie Reiser

Overall quality of this course: 4.73

Summary:

Students felt that the best aspects of the course were the class feedback, discussions, and classroom experience. Students agreed that the ability to interact with one another and practicing speeches every week helped them become better speakers. Students did not enjoy the amount of work and felt that the workload was slightly above average.

PROFESSIONAL COMMUNICATION

Suggestions for improvement include having students evaluate the speaker as well as more self-evaluations. Future students should know that there is a lot of work that goes into presenting a presentation; although the course may meet only once a week, preparation takes a couple hours outside of the classroom.

EN.661.150.04

Oral Presentations

Jason Heiserman

Overall quality of this course: 4.91

Summary:

Students felt that the best aspects of the course were the practicality of the skills learned as well as the small class structure. Students agreed that the course helped improve their public speaking skills. Students did not enjoy the amount of preparation they had to do prior to presentations. Suggestions for improvement include having more self-evaluation for each presentation as well as expanding the professor's office hours. Future students should know that the course is not an easy "A", but hard work and practice will make the class worth it.

EN.661.150.05

Oral Presentations

Pamela Sheff

Overall quality of this course: 4.82

Summary:

Students felt that the best aspects of the course were the useful knowledge they learned as well as the strong feedback students received from their peers and professor. Students agreed that they gained real-life knowledge that can be applicable to any aspect of life, especially in the workforce. Students did not enjoy the time commitment, especially outside of the classroom. Suggestions for improvement include staying on the set syllabus as well as having classmates pick topics for each other. Future students should know that the class is worth taking, provided that students will be able to put the necessary time into their speeches and take the constructive criticisms from their classmates.

EN.661.150.06

Oral Presentations

Charlotte O'Donnell

Overall quality of this course: 4.56

Summary:

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Students felt that the best aspects of the course were the opportunity to redo a “weak” presentation as well as the applicable real world skills they gained. Students did not enjoy the long readings, which they considered unnecessary. Students also felt that the grading system seemed arbitrary and unclear. Suggestions for improvement include offering more consistent feedback and providing a clearer rubric for grading the presentations. Future students should know that there is a weekly presentation and that the grading system is not systemized.

EN.661.150.07-08

Oral Presentations

Andrew Kulanko

Overall quality of this course: 4.32

Summary:

Students felt that the strongest aspects of the course were the feedback they received from the professor and other students. Students enjoyed the opportunity to watch videos of their presentations and felt that doing so helped them improve their skills. Students agreed that the quizzes were unnecessary and other assignments seemed like “busy work”. Suggestions for improvement include eliminating the quizzes and letting students know where they stand regarding their grades throughout the semester. Future students should know that preparing for presentations requires a large time commitment and that the weekly readings add to the workload.

EN.661.315.01

The Culture of the Engineering Profession

Pamela Sheff

Overall quality of this course: 4.43

Summary:

Students felt that the strongest aspects of the course were the writing assignments and classroom discussions. Students agreed that the small course size was helpful as it enabled the instructor to offer detailed feedback. Students did not enjoy the arbitrary grading system and felt that the end of the semester had too much work. Students also felt that there were too many assignments throughout the semester. Suggestions for improvement include using Blackboard more as well as staying on track with the syllabus. Future students should know that the workload is heavy, but the course is useful in building writing skills.

EN.661.410.01

Research Writing

Donald McNeilly

PROFESSIONAL COMMUNICATION

Overall quality of this course: 5.0

This course had five or fewer comments.

EN.661.425.01

Ethics of Biomedical Innovation

Elizabeth Logsdon; Eric Rice; Feilim Mac Gabhann; Youseph Yazdi

Overall quality of this course: 5.0

This course had five or fewer comments.

EN.661.610.01

Research Writing

Donald McNeilly

Overall quality of this course: 4.11

Summary:

Students felt that the strongest aspects of the course were the professor's feedback as well as the classroom dynamics. Students thought there was an appropriate workload and that the professor made the two-hour long class interesting. Students did not enjoy the lack of organization of the class. Suggestions for improvement include more reading assignments and providing more examples of "good papers". Future students should know that students do not need any perquisites to enter the course and that the course will teach you the basics of writing an effective paper.

EN.661.611.01

Professional Communication for ESOL Students

Donald McNeilly

Overall quality of this course: 4.25

This course had five or fewer comments.

EN.661.612.01

Professional Communication for ESOL Students: Financial Math

Laura Davis

Overall quality of this course: 4.67

This course had five or fewer comments.

EN.661.612.02

PROFESSIONAL COMMUNCIATION

Professional Communication for ESOL Students: Financial Math
Denise Link-Farajali

Overall quality of this course: 4.77

This course had five or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
PSYCHOLOGICAL AND BRAIN SCIENCES

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.200.101.01
Intro to Psychology
Stephen Drigotas

Overall quality of this course: 3.99

Summary:

Students felt that the strongest aspects of the course were the lectures and lack of homework. Students agreed that Professor Drigotas ensured that the lectures were entertaining and helpful. Students did not enjoy the exam styles and felt that the exams were meant to trick students. Students also felt that there were too many students enrolled in the lecture course. Suggestions for improvement include better-written and more explicit exam questions and adding more incentives to attend lectures. Future students should be aware that the course is very interesting, but the exams are extremely tricky and that attendance is important as exam questions come straight from the lectures.

AS.200.132.01
Intro to Developmental Psychology
Lisa Feigensohn

Overall quality of this course: 4.45

Summary:

Students agreed that the strongest aspects of the course were the content of the lectures as well as the professor herself. Students enjoyed the professor's lecture style

PSYCHOLOGICAL AND BRAIN SCIENCES

and thought that the PowerPoint's were very useful. Students did not enjoy how lectures were not posted on Blackboard. Students also felt that there was not enough guidance for the writing assignments. Suggestions for improvement include providing more office hours, making the lectures available online, and giving more directions for the essays. Future students should know that attendance is required and students should complete the reading assignments.

AS.200.141.01

Intro to Physiological Psychology

Linda Gorman

Overall quality of this course: 4.31

Summary:

Students felt that the strongest aspects of the course were the interesting topics as well as the professor's lecturing style. Students appreciated how the lectures were recorded and the lecture slides were posted online. Students did not enjoy the amount of memorization they had to do, as the material was dense and complicated. Additionally, students agreed that the professor spoke quickly, therefore making it difficult to take notes in class. Suggestions for improvement include having the professor speak slower during lectures and making the duration of the course shorter. Future students should know that there is a lot of information covered in each lecture so studying for exams is time-consuming and that the textbook is not required for the course.

AS.200.159.01

Evolutionary Psychology

Howard Egeth

Overall quality of this course: 3.73

Summary:

Students enjoyed the materials covered in the course as well as the professor's choice of readings. Students did not enjoy how grades were based off few assignments and felt that the classroom discussions were lacking at times. Suggestions for improvement include having more interaction between the professor and the students. Students agreed that increasing the class size could help increase and encourage student participation. Future students should know that the course is reading-intensive and students should be interested in the topic in order to prevent boredom.

AS.200.204.01-02

Human Sexuality

Chris Kraft

Overall quality of this course: 4.64

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Summary:

Students felt that the strongest aspects of the course were the professor's teaching style as well as the interesting course topics. Students agreed that the lectures did not feel as long as they actually were because the material and the professor were extremely interesting. Students did not enjoy how much the final paper was worth, as they felt that there was too much pressure to do well. Suggestions for improvement include making the class Writing Intensive as well as having more discussions in class. Future students should know that the course is not only interesting and straightforward, but it also has a fair and manageable amount of work.

AS.200.207.01-04

Analysis Psychology Data Lab

Howard Egeth

Overall quality of this course: 3.55

Summary:

Students enjoyed the straightforward nature of the course as well as the group projects. Students felt that the assignments and exams were conducive to their understanding of the material. Students did not like the high price of the textbook and felt that the workload was too heavy. Furthermore, students agreed that the expectations for the assignments were unclear and that the TA's had varying grading standards, thereby making the grading system unfair. Suggestions for improvement include providing clearer examples for each assignment as well as making the class meet more than just once a week. Future students should know that there is a heavy workload and the course is extremely time-consuming.

AS.200.209.01

Herbert Petri

Evolutionary Mechanisms of Human Behavior

Overall quality of this course: 4.17

Summary:

Students agreed that the best aspects of the course were the assignments and lectures. Students enjoyed the professor's lecture style and felt that the course was intellectually stimulating. Students did not enjoy how the class was structured into meeting once a week. Suggestions for improvement include ending lectures on time as well as splitting up the class meeting times. Future students should know that there is not a large workload, but students should take advantage of the ability to submit drafts for each exercise.

AS.200.212.01

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Abnormal Psychology

Aaron Noonberg

Overall quality of this course: 4.07

Summary:

Students felt that the strongest aspects of the course were the interesting material as well as the professor's engaging teaching style. Students liked that the tests were noncumulative and that there was no homework. Students did not enjoy how their grades were based on four tests and felt that there was too much reading for each test. Students also felt that the professor was unorganized and did not like how he did not use slides. Suggestions for improvement include ensuring that the lectures are more in line with the information in the textbook as well as offering a paper to help improve the grades of students who are bad test takers. Future students should know that going to class is essential to doing well on the exams and doing the readings is very useful.

AS.200.308.01

Neurobiology of Learning and Memory

Michael Yassa

Overall quality of this course: 4.64

Summary:

Students enjoyed the comprehensive course topics that Professor Yassa covered throughout the semester. Students felt that the lectures were well organized and that the professor's enthusiasm for the material was contagious. Students did not like how the lectures went over the allotted time, as many students were often late to their next class. Suggestions for improvement include offering more feedback on exams and quizzes as well as posting lecture slides earlier. Future students should know that there is no curve, but the class is fair. Although there is a lot memorization that students must do to excel on tests, the professor and the textbook are extremely helpful.

AS.200.309.01

Herbert Petri

Evolutionary Mechanisms of Human Behavior

Overall quality of this course: 4.48

Summary:

Students agreed that the best aspects of the course were the interesting lectures as well as the professor's engaging teaching style. However, students did not enjoy how long the course was. Suggestions for improvement include meeting more often throughout the week for shorter amounts of time. Additionally, students would like to receive more feedback for their assignments. Future students should know that the exams cover a lot

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of material, but are fairly straightforward. Furthermore, future students should be aware that the textbook is a great supplement to the lectures.

AS.200.310.01

Susan Courtney-Faruqee

Neural Basis of Cognitive Control

Overall quality of this course: 4.18

Summary:

Students agreed that the best aspects of the course were the interesting subject material as well as the range of topics covered throughout the semester. Students did not enjoy how long the lectures were and felt that the grading rubric was never made clear. Suggestions for improvement include making clearer grading rubrics and having the course meet twice a week, rather than once a week. Future students should know that a background of neuroscience is important, as the course is fairly fast-paced. Furthermore, students should be aware of the heavy workload of the course.

AS.200.316.01

Jonathan Flombaum

Thought and Perception

Overall quality of this course: 4.67

Summary:

Students agreed that the best aspects of the course were the engaging class discussions as well as the professors' extensive knowledge of the subject material. Students did not enjoy how dense the readings were and felt that the discussion-based nature of the course was not beneficial at times when the material was too challenging. Suggestions for improvement include reducing the number of articles in each class period as well as increasing the number of times the course met throughout the week. Future students should know that the course is intellectually challenging and requires a big time commitment. However, future students should be aware that although the course is Writing Intensive, it is extremely rewarding and highly recommended by current students.

AS.200.326.01

Paul Hofer

Law, Psychology, and Public Policy

Overall quality of this course: 4.5

This course had five or fewer comments.

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AS.200.333.01

Stephen Drigotas

Advanced Social Psychology

Overall quality of this course: 4.11

Summary:

Students agreed that the best aspects of the course were the engaging class discussions as well as the professor's insight on particular topics. Students did not enjoy the lack of feedback and the grading criteria—grades are based entirely on class participation and one project. Suggestions for improvement include offering more guidance on the final paper and providing additional assignments to help improve grades. Future students should know that the professor treats students like graduate students and that there is a light workload until the final paper at the end of the semester.

AS.200.334.01

Jennifer Neemann

Evolutionary Mechanisms of Human Behavior

Overall quality of this course: 3.81

Summary:

Students agreed that the best aspects of the course were the class discussions as well as the professor's passion for the course. Students felt that the professor was very approachable and her lectures were very interesting. Students did not enjoy the heavy workload and felt that the professor was often disorganized. Therefore, deadlines and expectations for assignments were not always clear. Suggestions for improvement include better organization as well as having multiple classes a week, rather than one class per week. Future students should know that there is a heavy workload and that the course requires you to be an active participant in the discussions.

AS.200.341.01

Jennifer Neemann

Positive Psychology

Overall quality of this course: 3.34

Summary:

Students agreed that the best aspects of the course were the interesting topics and class discussions. Students liked the small groups as they led to good classroom discussions. Students did not enjoy the high amount of readings and small assignments. Students also agreed that the course was unorganized and due dates for assignments were always unclear. Suggestions for improvement include reducing the number of readings

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and providing a more organized structure for the course. Future students should know that the workload is heavy, but the course is extremely interesting and highly recommended.

AS.200.344.01

Farrah Madison, Gregory Ball
Positive Psychology

Overall quality of this course: 4.28

Summary:

Students agreed that the best aspects of the course were the interesting material and lectures. Students enjoyed the professors' lecture styles and felt that the professors kept the students engaged throughout their lectures. Students did not enjoy the trickiness of the exams and felt that the textbook was inefficient. Suggestions for improvement include modifying the format of the tests as well as eliminating, or replacing, the current textbook. Future students should know that the workload is heavy and that the exams are tricky.

AS.200.354.01

Lawrence Raifman
Winners, Losers, and Market Protectors—Decision-making in the financial crisis

Overall quality of this course: 4.65

Summary:

Students agreed that the best aspects of the course were the professor and the class discussions. Students felt that the professor's lectures were very interesting and engaging. However, students did not enjoy how the class met only once a week, without a single break throughout the entire class period. Suggestions for improvement include having a more structured syllabus and dividing the lecture into meeting at least twice a week. Future students should know that the lectures are long, but the professor makes the information very interesting. Additionally, future students should be aware that a background in economics is useful.

AS.200.401.01

Justin Halberda
Careers in Psychology

Overall quality of this course: 4.05

Summary:

Students agreed that the best aspects of the course were the speakers and the material covered throughout the semester. Students also enjoyed how the course did not have

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any work, except for a final project that is only checked for completion. Students did not enjoy how repetitive and boring some of the lecturers were. Suggestions for improvement include having a wider range of speakers and increasing the amount of class participation. Future students should know that the course is an easy credit and no background is needed.

AS.200.402.01

Justin Halberda

Careers in Psychology

Overall quality of this course: 4.12

Summary:

Students agreed that the best aspect of the course were the interesting speakers. Students also enjoyed how the course did not have any homework or exams, except for a final project that is only checked for completion. Students did like the disorganization of the course and felt that some of the speakers were boring. Suggestions for improvement include having a wider range of speakers and making the class more interactive. Future students should know that the course is an easy credit and useful for students pursuing a career in psychology.

AS.200.403.01

Justin Halberda

Careers in Psychology

Overall quality of this course: 4.23

Summary:

Students agreed that the best aspects of the course were the various lecturers and speakers. However, students felt that some of the lecturers were boring and the course felt disorganized at times. Suggestions for improvement include having a wider range of speakers and increasing the amount of class participation. Future students should know that the course is an easy credit and that students will enjoy listening to the speakers.

AS.200.404.01

Justin Halberda

Careers in Psychology

Overall quality of this course: 4.00

Summary:

Students agreed that the best aspects of the course were the speakers, who came from various fields of psychology. Students also felt that the course was especially beneficial for seniors pursuing a career in psychology. Students did like the index card responses

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and felt that the clickers were a waste of money. Suggestions for improvement include either utilizing the CPS units or not forcing students to purchase them. Future students should know that the course is an easy A credit.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
PUBLIC HEALTH STUDIES

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.280.100.01

Public Health in Film and Media

James Goodyear; Lisa Folda; Mieka Smart

Overall quality of this course: 4.49

Summary:

Students felt that the best aspects of the class were the guest speakers and exposure to a wide array of public health-related topics and issues. The light workload, except for the final paper, enabled students to focus on and enjoy the guest speakers. Some students felt that the time, day, and length of the course were not conducive to the learning experience. Suggestions for improvement included offering small-assignments throughout the semester as well as enabling the guest speakers to interact with the students after the presentations. Additionally, students suggested that the course be split into smaller discussions with breaks. Future students should know that this course is a light and informative introduction to various public health issues.

AS.280.215.01

Understanding Behavior Change: Theory and Application

Lisa Folda

Overall quality of this course: 4.81

Summary:

Students felt that the best aspects of the class were the ability to practically apply what was learned in the classroom as well as the interactive nature of the group work. Many students agreed that the campaign was one of the strongest and most interesting aspects of the course. Students did not enjoy the time-consuming nature of the course, especially towards the end of the semester with the implementation of the campaign. Suggestions for improvement include

PUBLIC HEALTH STUDIES

offering more time for the final campaign so that students have more time to implement it. Students also suggested that the guest lecturer structure should be modified. Future students should know that this course is a large time commitment, but offers strong hands-on experience in the field.

AS.280.220.01

Baltimore and the Wire: A Focus on Major Urban Issues

Peter Beilenson

Overall quality of this course: 4.81

Summary:

Students felt that the strongest aspects of the course were the guest speakers, who offered insight into interesting aspects of public health issues. Also, students enjoyed the lack of work offered in the course. However, students agreed that because participation made up a large aspect of the grade, students asked repetitive questions to get participation points for the day. Students did not like the lack of connection to The Wire, as well as the lack of feedback as to where students stood, grade-wise. Suggestions for improvement include in-class viewings of The Wire as well as more assignments to enable the grading system to be systemized as well as having arbitrary grading based on participation. Future students should be aware that the show, The Wire, is never watched during the course and students do not need to be familiar with the show to participate in the course.

AS.280.335.01

The Environment and Your Health

Michael Trush

Overall quality of this course: 3.75

Summary:

Students felt that the strongest aspects of the course were the guest lecturers and topics covered in the class. The professor and guest lecturers were interesting and engaging and brought forward issues that were relevant to students' lives. The negative aspects of the course were the amount of material that was covered as well as the format of the exams. Furthermore, students felt that they were not prepared for the exams and did not agree with the grading system. Suggestions for improvement included better Powerpoints, reducing the number of topics covered in the course, as well as having more effective TA's. Finally, future students should know that the class is extremely lecture-based, attendance is crucial, and the tests require a lot of memorization.

AS.280.345.01-08

Public Health Biostatistics

Scott Zeger

PUBLIC HEALTH STUDIES

Overall quality of this course: 3.30

Summary:

Students felt that the strongest aspects of the course were the professor and useful skills learned during the semester. The weakest aspects of the course were related to the program used, as students felt uncomfortable and unprepared to deal with the programming language. Furthermore, students did not like the amount of work they were expected to fulfill outside of the classroom. Suggestions for improvement include offering more guidance for programming and coding with the program as well as a reduction in the usage of the program. Future students should know that if you are not familiar with computer programming programs, then they will feel unprepared for the course.

AS.280.399.01

Practicum in Community Health Care

James Goodyear; Lee Bone

Overall quality of this course: 3.64

Summary:

The strongest aspects of the course were the hands-on volunteer work within the Baltimore community and the guest lecturers. The weakest aspects of the course were the tediousness of the course as well as the difficulty students felt when trying to contact sites and professors. Students felt that the required hours of volunteering were too demanding. Suggestions for improvement include requiring less hours at the volunteer sites as well as increasing the accessibility of professors and the volunteer sites. Furthermore, students would like for the professors to clearly articulate what is expected from the students. Future students should know that if they have a busy and demanding schedule, this course will be difficult to fit in as the volunteer work requires a lot of time outside of the classroom.

AS.280.495.01

Honors in PH—Seminar

Kelly Gebo

Overall quality of this course: 4.56

Summary:

Students felt that the strongest aspects of the course included the class setting as well as the effective nature of the weekly class meetings. Students also enjoyed the personalized feedback from the professor on independent work. Students felt that the weakest aspects of the course were the lack of clarity regarding deadlines and format. Students did not feel prepared for their final presentation. Suggestions for improvement include offering a more rigid schedule structure for the semester. Future students should be aware that the course requires a lot of work and that they should not leave it to the last minute

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
PUBLIC POLICY

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.195.477.01
Intro To Urban Policy
Sandra Newman

Overall quality of this course: 4.4

Summary:

The best aspect of this course included detailed feedback on student's writing, engaging guest speakers and a professor who was clearly knowledgeable in the field. Students disliked the volume of reading that was expected of them and several students felt that for a supposed discussion class, there was a lack of student interaction. As a result, some suggested that the class be more open-ended. Students felt that they should have been allowed and encouraged to express their own opinions about the required readings. Future students should be aware that this is a difficult class and it is one that requires both significant effort and time. Students are encouraged to take this class if they are interested in urban policy issues.

AS. 195.478.01
Urban Policy Internship
Sandra Newman

Overall quality of this course: 4.67

Summary:

Students generally enjoyed the opportunity to work in Baltimore and receive credit for that work. They valued the real-life experience and liked that they could apply the

PUBLIC POLICY

material taught in class in a real work environment. Suggestions for improvement included eliminating the final paper. Those students who suggested this believed that the internship and panels did not need to be supplemented by such an assignment. Future students are encouraged to research and consider where their interests lie prior to signing up for an internship. This is to ensure that the internship is truly useful and valuable.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
SOCIOLOGY

The write-in student responses to the 4 survey questions “What are the best aspects of this course? What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 3-Fair
- 4-Good
- 5-Excellent

AS.230.101.01-08
Intro Sociology
Andrew Cherlin, Pamela Bennett

Overall quality of this course: 4.12

Summary:

The best aspects of this course included the interesting lectures, especially from Professor Cherlin, the weekly assignments, discussions in section, and the interesting readings, especially *Rampage*. Students enjoyed looking at the world from a different perspective and felt that there was a good amount of work. Students felt that the weekly section was not helpful, that the weekly assignments were confusing, and that there were unclear expectations for exams. Some students did not like that there were two professors with different teaching styles, especially because Professor Bennett's lectures were hard to follow. Suggestions for improvement included having clearer expectations and more review for exams, more applicable examples, slower lectures, and more guest lecturers. Prospective students should know that the grading is fair but the course is not an easy A; they should keep up with the readings, and the tests are lecture based.

AS.230.109.01
Hot Topics in Education
Karl Alexander

Overall quality of this course: 4.08

SOCIOLOGY

Summary:

The best aspects of this course included the small class size and interesting material, especially the No Child Left Behind projects. The instructor was very knowledgeable, and there were engaging class discussions. Students felt that the instructor was disorganized and lost focus during class discussions. Students felt that the class material was repetitive and did not like getting out of class late. Suggestions for improvement included having a clearer idea of what the instructor expected from assignments and having a clearer syllabus. Prospective students should know that the course involves a lot of writing and participation and is very interesting.

AS.230.150.01-02

Issues in International Development

Rina Agarwala

Overall quality of this course: 4.19

Summary:

The best aspects of this course included the well-organized lectures that allowed students to understand real-world issues. The instructor was knowledgeable and made the subject matter interesting. Students did not like how the professor went to India two-thirds of the way into the semester, as the lectures did not work well via teleconference. Students also thought that their TA was not helpful and his grading of the thought papers was arbitrary. Suggestions for improvement included getting a better TA, posting lectures on Blackboard, having a better structured section and slower paced lectures, and having different assignments besides thought papers. Prospective students should know that it is a great class but they will have to keep up with the reading and make sure that they get a good TA.

AS.230.205.01-02

Intro Social Statistics

Katrina McDonald

Overall quality of this course: 2.85

Summary:

The best aspects of this course included a helpful TA and interesting material. Students will learn how to understand basic statistics. Students felt that the instructor was very unprofessional and that she did not fully know the material. The workload was heavy, class time was not effective, and the STATA program was hard to figure out. Suggestions for improvement included decreasing the amount of work, including instruction on how to use STATA, having section before homework is due, and getting a new professor. Prospective students should know that the course is very time consuming.

AS.230.225.01

SOCIOLOGY

Population, Health and Development Stanley Becker

Overall quality of this course: 3.89

Summary:

The best aspects of this course included the interesting lectures, the debates, and the group presentations. The instructor was very enthusiastic and knowledgeable. Students felt that the homework was tedious, that the TA's were unorganized, and that there were too many group presentations. They felt that the 9 a.m. class time was too early. Suggestions for improvement included having time in class to complete the group work, making the class at a later time, and having less busy work. Prospective students should know that the class is very interesting, that they should study for the exams, and that there is a lot of homework.

AS.230.302.01

Class Stratification & Personality

Melvin Kohn

Overall quality of this course: 3.15

Summary:

The best aspects of this course included the discussions, the weekly reading assignments and the student-produced review sheets. The instructor was very knowledgeable. Students felt that the lectures were boring and that the material was outdated. They felt that having only a midterm and a final did not give them room to improve. Suggestions for improvement included having more class discussion, more assignments, and a wider variety of readings. Prospective students should know that there is a lot of reading and that the grading is based off of two essay exams.

AS.230.321.01

Revolution, Reform and the Social Inequality of China

Andreas Joel

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the readings, class discussions and lectures. The instructor was very knowledgeable and provided students with different perspectives about social inequality in China. Students felt that there was too much writing in the class, especially the weekly memos. Suggestions for improvement included having a better variety of readings and having less writing assignments. Prospective students should know that there is a lot of reading and writing, but the class is very rewarding.

SOCIOLOGY

AS.230.325.01

Comparative and Historical Sociology Research Practicum

Beverly Silver

Overall quality of this course: 4.44

Summary:

The best aspects of this course included getting to do hands-on research and learning about different world systems. Students felt that the class was not very organized.

Suggestions for improvement included having more discussion based readings and having a greater understanding of current research. Prospective students should know that the course is very useful.

AS.230.343.01

Political Sociology of Latin America

Magna von der Heydt-Coca

Overall quality of this course: 3.53

Summary:

The best aspects of this course included the interesting course content and assignments. The instructor was very knowledgeable and engaging. Students felt that the syllabus was very unclear and that the lectures were repetitive. Students felt that there was a language barrier between the professor and the TA. Suggestions for improvement included having better communication between the professor, TA, and the students, and organizing the class better. Prospective students should know that there is a lot of reading and memorization involved.

AS.230.353.01

Global Social Change

Ho-Fung Hung

Overall quality of this course: 3.95

Summary:

The best aspects of this course included the readings, news commentaries and take-home exams. Students felt that the instructor was difficult to understand. Some students felt that the lectures were not interesting. Suggestions for improvement included having more discussions and more detailed lecture Power Points. Prospective students should know that the class does not go in-depth into the material, and that it is more focused on economic development than social change.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
THEATRE ARTS AND STUDIES PROGRAM

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

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- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.225.301.01-02
Acting & Directing Workshop I
John Astin

Overall quality of the class: 4.24

Summary:

The students said the best aspect of the course was having the opportunity to actually act in scenes and receive feedback on their acting. The worst aspect of the course was the heavy reading load and ambiguity on expectations. Also, the professor would not follow through on emailing notes and would sometimes repeat himself. To improve the class, students suggested more class structure and organization, a more effective use of class time, and a course syllabus. Future students should that this is a fun class that sometimes gets off track. The reading can become tedious.

AS.225.304.01
Acting for Musical Theatre
Margaret Denithorne

Overall quality of the class: 4.75

Summary:

The students found this class a fun and creative outlet that allowed you to explore your own talent and work closely with your classmates. Some students however said that the class was sometimes unorganized. To improve the class, students suggested improving resources such as having more than 1 pianist and having a better room to practice in. Students also suggested

THEATRE ARTS AND STUDIES PROGRAM

more equal opportunity to perform. Future students should be able to read music and sing; however, you don't have to be an amazing singer to take the class. It does require many hours of outside practice time.

AS.225.307.01

Directing Seminar

John Astin, James Glossman

Overall quality of the class: 4.0

Summary:

The students found the best aspect of the course the feedback they receive from the professor. They said the worst aspect of the course was not having a clear understanding of what was expected of them and how they were graded. To improve the course, students suggested having a syllabus and grading rubric, along with partnering this class with an acting workshop so directors had a supply of actors. Future students should know that the professor can be harsh and that this class can be stressful and time consuming. You need to be ready and willing to work.

AS.225.310.01

Stagecraft

William Roche

Overall quality of the class: 4.83

This class had 5 or fewer comments.

AS.225.312.01

Acting Workshop

John Astin

Overall quality of the class: 4.88

Summary:

The students enjoyed the professor's enthusiasm, passion, and knowledge; however, they said that there was difficulty with coordinating and scheduling rehearsals. They said that the process of ensuring that each student had a partner should have been more structured and organized. To improve the course, students suggested using class time more effectively. Future students should know that this class requires a large commitment of time practicing with your partner, memorizing lines, and reading plays for upcoming weeks.

AS.225.313.01

The Story of Theatre - an Introduction to Drama and Performance

Joseph Martin

THEATRE ARTS AND STUDIES PROGRAM

Overall quality of the class: 2.83

This class had 5 or fewer comments.

AS.225.314.01

Theater: Tech Direction

John Astin, William Roche

Overall quality of the class: 4.44

Summary:

The students said the best aspect of the course was that the topic was interesting and useful. They enjoyed Professor Roche's anecdotes and storytelling. The worst part of the course was that sometimes it was slightly disorganized. To improve the course, students suggested having more hands-on projects with more guidance and direction. Future students should know that the grading is fair and it is a great way to learn about theater production.

AS.225.320.01

Performance

John Astin

Overall quality of the class: 4.78

Summary:

The students thoroughly enjoyed the opportunity to work with Professor Astin. His experience and feedback was considered invaluable and insightful. Students however, found that scheduling rehearsals that worked for everyone was very hard to accomplish. To improve the class, students suggested having required rehearsals instead of allowing students to set them up outside of class optionally. Future students should know that this class requires a lot of time outside of class.

AS.225.345.01

History of Modern Theatre & Drama

John Astin, Margaret Denithorne

Overall quality of the class: 4.64

Summary:

The students enjoyed the exposure to the interesting and varied selection of plays. They said the professor is passionate and enthusiastic, and is able to make complex concepts understandable. They did say however that the reading load was overwhelming at times. Also, some students found the student presentations ineffective. To improve the class, students suggested more discussions led by the professor and not the students, and more feedback on

THEATRE ARTS AND STUDIES PROGRAM

grades. Future students should do all the readings because the quizzes are an integral part of your grade.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2011
WRITING SEMINARS

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

AS.220.105.01
Fiction/Poetry Writing I
Glenn Blake; Amy Arthur

Overall quality of this course: 4.33

Summary:

The best aspect of this course was the interesting selection of readings. The small class size allowed for effective class discussions and workshops. Students felt that there were too many assignments to allow them to focus and revise their writing. Some students thought that the grading and comments on stories and poems were too subjective. Suggestions for improvement included lengthening the class to an hour and a half, providing more feedback on assignments, and placing fewer restrictions on assignments. Prospective students should know that the course is reading and writing intensive, but the workload is manageable.

AS.220.105.02
Fiction/Poetry Writing I
Glenn Blake; Alexander Creighton

Overall quality of this course: 4.2

Summary:

The best aspects of this course included an instructor who gave students individual attention and constructive feedback on their writing. Students felt that the grading system was too demanding for students with no previous background in fiction and

WRITING SEMINARS

poetry. Some students did not like the in-class discussions. Suggestions for improvement included having less class discussion and more lectures or one-on-one time with the TA. Other suggestions included structuring workshops more so that every person can workshop their writing. Future students should know that the course is interesting and will exercise their creativity; that they should put forward a full effort on every assignment.

AS.220.105.03

Fiction/Poetry Writing I

Glenn Blake; Songmuang Somerset Greer

Overall quality of this course: 4.06

Summary:

The best aspects of this course included an instructor who explained the readings well and gave students feedback on how to make their writing more effective. The class readings were also enjoyable. Students felt that the workshops became repetitive and were not very helpful, especially because the entire class was not engaged. Some students felt that the poetry section of the class was rushed, and that it was not an effectively-taught unit. Suggestions for improvement included having more discussions about how to improve students' writing than on the readings, and grading workshops to reward students who participate. Prospective students should know that the course is based on student participation and improvement.

AS.220.105.04

Fiction/Poetry Writing I

Glenn Blake; Kjerstin Kauffman

Overall quality of this course: 4.06

Summary:

The best aspects of this course included an excellent instructor who gave students feedback both during workshops and outside of class. The in-class analysis of the fiction and poetry was particularly enjoyable. Students felt that the grading system was very unclear, especially when compared to other sections taught by different TA's, who could have been more lenient or stringent than this TA pertaining to grades. Some students thought that the worst aspect of the course was the poem recitation. Suggestions for improvement included setting up a more technical grading system for every Fiction/Poetry Writing I class, and spending more time on poetry. Future students should know that there are weekly writing assignments and the final grade is based on many factors.

AS.220.105.05

Fiction/Poetry Writing I

WRITING SEMINARS

Glenn Blake; Gwen Kirby

Overall quality of this course: 4.38

Summary:

The best aspects of this course included the small class size and an instructor who made the readings meaningful. Students felt that the TA's were too variable between courses, which meant that the grading was inconsistent across sections. Some students also felt that the grading of creative work was too subjective. Suggestions for improvement included having fewer assignments to allow for more revision, more one-one-one student-teacher sessions, and collective instructor grading for the final portfolio. Future students should know that the course involves a lot of writing and participation, and the quality of the class depends on the quality of the TA.

AS.220.105.06

Fiction/Poetry Writing I

Glenn Blake; Robert McDonald

Overall quality of this course: 4.33

Summary:

The best aspects of this course included the exposure to different types of authors and types of writing. The TA provided students with good feedback and help on assignments. Students felt that the workshops were unproductive due to the repetitiveness of student responses. Some students felt that the grading was too subjective due to varying levels of proficiency amongst the students in the class. Suggestions for improvement included providing more time for workshops and giving students more time to complete each assignment. Prospective students should know that they should not wait until the last minute to complete their assignments, and that they need to work hard to do well in the course.

AS.220.105.07

Fiction/Poetry Writing I

Glenn Blake; John Paul Gritton

Overall quality of this course: 4.145

Summary:

The best aspects of this course included the workshops, which allowed for class discussion and for students to receive feedback from their peers. The instructor also provided students with comments on their writing and made the class more interesting by providing extra reading and other media. Students felt that the instructor did not always know how to explain the material. Some students felt that the instructor's grading system was unclear and too subjective. Suggestions for improvement included

WRITING SEMINARS

allowing for more time for workshops and having the instructor give students feedback on assignments before they write their next assignment. Prospective students should know that the class is very interesting, but it is not an “Easy A”.

AS.220.105.08

Fiction/Poetry Writing I

Glenn Blake; Lauren Reding

Overall quality of this course: 4.47

Summary:

The best aspects of this course included the creative writing and the in-class discussions and workshops. The class was effective in teaching students how to write and providing students with feedback. Students felt that the course included a lot of writing, and didn't like that the grade was subjective and based on participation. Some students felt that the book was too expensive for the amount of stories and poems that the class required them to read. Suggestions for improvement included spending more time interpreting the readings and providing more time for workshops. Future students should know that the class is enjoyable but challenging and requires a lot of participation.

AS.220.105.09

Fiction/Poetry Writing I

Glenn Blake; John Paul Gritton

Overall quality of this course: 4.145

Summary:

The best aspects of this course included the workshops, which allowed for class discussion and for students to receive feedback from their peers. The instructor also provided students with comments on their writing and made the class more interesting by providing extra reading and other media. Students felt that the instructor did not always know how to explain the material. Some students felt that the instructor's grading system was unclear and too subjective. Suggestions for improvement included allowing for more time for workshops and having the instructor give students feedback on assignments before they write their next assignment. Prospective students should know that the class is very interesting, but it is not an “Easy A”.

AS.220.105.10

Fiction/Poetry Writing I

Glenn Blake; Katherine Parr

Overall quality of this course: 4.21

WRITING SEMINARS

Summary:

The best aspects of this course included the class discussions and workshops. The instructor cared about the students' writing. Students felt that the readings were not very helpful, and that there was not enough student participation during discussion. Suggestions for improvement included introducing new readings and having more class discussions. Future students should know the class requires a lot of writing and creativity.

AS.220.105.11

Fiction/Poetry Writing I

Glenn Blake; Callie Siskel

Overall quality of this course: 4.4

Summary:

The best aspects of this course included the readings and the small class size. The instructor made the readings very interesting. Students felt that the grading was too subjective, especially because every TA grades differently. Suggestions for improvement included adding more variety to the genre of the reading and having a grading rubric for every TA. Future students should know that the class is fun if they are interested in creative writing, but the quality of the class depends on the TA.

AS.220.105.12

Fiction/Poetry Writing I

Glenn Blake; Lauren Reding

Overall quality of this course: 4.47

Summary:

The best aspects of this course included the creative writing and the in-class discussions and workshops. The class was effective in teaching students how to write and providing students with feedback. Students felt that the course included a lot of writing, and didn't like that the grade was subjective and based on participation. Some students felt that the book was too expensive for the amount of stories and poems that the class required them to read. Suggestions for improvement included spending more time interpreting the readings and providing more time for workshops. Future students should know that the class is enjoyable but challenging and requires a lot of participation.

AS.220.105.13

Fiction/Poetry Writing I

Glenn Blake; Amber Burke

Overall quality of this course: 4.5

WRITING SEMINARS

Summary:

The best aspects of this course included an enthusiastic instructor, the course discussions and analyzing the readings. Students felt that the workshops and student critiques were not helpful in improving their writing. Some students felt that the grading system was too unclear and subjective. Suggestions for improvement included adding more readings and more having more constructive critiques. Prospective students should know that they will learn a lot about writing and how to be creative.

AS.220.105.14

Fiction/Poetry Writing I

Glenn Blake; Jocelyn Slovak

Overall quality of this course: 4.4

Summary:

The best aspects of this course included the discussions and workshops. The instructor cared about her students' writing and gave them useful feedback. Students felt that they were not taught how to write prose or poetry well. Suggestions for improvement included having more in-depth discussions of the readings and the writing concept, as well as having more structured and longer workshops. Prospective students should know that there is a lot of required writing, but the class is very interesting.

AS.220.105.15

Fiction/Poetry Writing I

Glenn Blake; Emily Parker

Overall quality of this course: 4.41

Summary:

The best aspects of this course included the readings, the chance to be creative and the workshops. The instructor made the class stimulating and cared about the progress of the students. Students felt that the instructor did not give them enough feedback. Suggestions for improvement included creating a clearer grading system and assigning fewer readings so that each class period is not as rushed. Prospective students should know that there is a lot of writing, and that the course is worth it if they put effort into their work.

AS.220.105.16

Fiction/Poetry Writing I

Glenn Blake; Thomas Bechtold

Overall quality of this course: 4.705

WRITING SEMINARS

Summary:

The best aspects of this course included the relaxing atmosphere and an instructor who provided students with useful feedback. The assignments helped the students improve their writing, and the discussions were interesting. Students felt that the workshops were not always useful to everyone in the class. Some students felt that writing poetry was too difficult. Suggestions for improvement included providing more feedback and reading more contemporary fiction. Prospective students should know that participation is very important for their grade, and the quality of the class depends on the TA.

AS.220.105.17

Fiction/Poetry Writing I

Glenn Blake; Joselyn Takacs

Overall quality of this course: 4.24

Summary:

The best aspects of this course included the workshops, which allowed students to get feedback from the TA and other students in the class. Students also enjoyed the discussions about the readings. Students felt that the workshops were repetitive. Some students did not like the required departmental readings that they had to attend. Suggestions for improvement included allocating more time towards the students' work instead of focusing on the writers that they studied. Prospective students should know that there is a large amount of reading and writing but the class is graded fairly.

AS.220.105.18

Fiction/Poetry Writing I

Glenn Blake; Katherine Robinson

Overall quality of this course: 4.33

Summary:

The best aspects of this course included an instructor who was enthusiastic about the content of the class and gave students great feedback. The workshops allowed students to interact with each other to work on their writing, and they enjoyed the workshops a lot. Students felt that the final project was too rushed and that the grading system did not have much structure. Suggestions for improvement included having a more flexible final portfolio and assigning poetry writing assignments with less structure. Prospective students should know that a background in writing can be helpful in this class.

AS.220.105.19

Fiction/Poetry Writing I

Glenn Blake; Laura Bylenok

Overall quality of this course: 3.71

WRITING SEMINARS

Summary:

The best aspects of this course included the in-class discussions and critiques, and the fiction readings. Students felt that there were too many reading quizzes. Students also felt that the workshops were not effective, and they were expected to write in certain styles before they were discussed in class. Suggestions for improvement included having quizzes that paid less attention to detail and making the grading system clearer. Prospective students should know that the class requires a lot of writing.

AS.220.105.20

Fiction/Poetry Writing I

Glenn Blake; Luc Phinney

Overall quality of this course: 4.38

Summary:

The best aspects of the course included the discussions and the writing prompts. The instructor connected well with the students. Students felt that it was hard to understand exactly what the instructor wanted from their assignments. Suggestions for improvement included having a more efficient system of getting their work back and being able to revise their pieces. Prospective students should know that the class will help with their writing skills.

AS.220.105.21

Fiction/Poetry Writing I

Glenn Blake; Arianne DeGovia

Overall quality of this course: 4.00

Summary:

The best aspects of this course included the feedback received from workshops and the class discussions. The instructor was creative and knowledgeable. Students felt that it was difficult to get a good grade on the writing assignments and that there was a lot of writing and reading. Suggestions for improvement included clearing up the grading system and spending more time learning about poetry. Prospective students should know that the grading is hard and there is a lot of work, but the course teaches students how to be creative.

AS.220.105.22

Fiction/Poetry Writing I

Glenn Blake; Claire Wahmanholm

Overall quality of this course: 4.545

WRITING SEMINARS

Summary:

The best aspects of this course included the workshops and the feedback on work. The instructor put a lot of effort into teaching the course. Students felt that they should not have had to attend out-of-class readings and that the quizzes were unnecessary. Suggestions for improvement included keeping the same TA and making the attendance at readings not mandatory. Prospective students should know that they will do well if they work hard and are prepared for discussions and lots of reading.

AS.220.105.23

Fiction/Poetry Writing I

Glenn Blake; Eric Levitz

Overall quality of this course: 4.06

Summary:

The best aspects of this course included the weekly assignments and class workshops. The small class setting allowed for interactive discussions. Students felt that they had to learn to write by looking at their past mistakes instead of learning the basic rules of writing before assignments were due. Some students felt that there were large differences in workload between sections. Suggestions for improvement included reading stories from a variety of genres and giving out more specific assignments. Prospective students should know that the class depends on the TA and that there is a lot of reading and writing involved.

AS.220.105.24

Fiction/Poetry Writing I

Glenn Blake; Laura Bylenok

Overall quality of this course: 4.23

Summary:

The best aspects of this course included the workshops and the small class size. Students felt that the quizzes were unnecessary and too focused on insignificant details. Students also felt that the grading was subjective and it was hard to get an A. Suggestions for improvement included making workshop more effective or having fewer workshops. Prospective students should know that the class will be fun if they enjoy writing fiction and poetry, and that the grading can be tough.

AS.220.105.25

Fiction/Poetry Writing I

Glenn Blake; Claire Wahmanholm

Overall quality of this course: 4.545

WRITING SEMINARS

Summary:

The best aspects of this course included the workshops and the feedback on work. The instructor put a lot of effort into teaching the course. Students felt that they should not have had to attend out-of-class readings and that the quizzes were unnecessary.

Suggestions for improvement included keeping the same TA and making the attendance at readings not mandatory. Prospective students should know that they will do well if they work hard and are prepared for discussions and lots of reading.

AS.220.105.26

Fiction/Poetry Writing I

Glenn Blake; Thomas Bechtold

Overall quality of this course: 4.705

Summary:

The best aspects of this course included the relaxing atmosphere and an instructor who provided students with useful feedback. The assignments helped the students improve their writing, and the discussions were interesting. Students felt that the workshops were not always useful to everyone in the class. Some students felt that writing poetry was too difficult. Suggestions for improvement included providing more feedback and reading more contemporary fiction. Prospective students should know that participation is very important for their grade, and the quality of the class depends on the TA.

AS.220.105.27

Fiction/Poetry Writing I

Glenn Blake; Clay Cogswell

Overall quality of this course: 4.265

Summary:

The best aspects of this course included an instructor who made the class interesting and dedicated his time towards providing students with helpful comments. The readings were interesting and the small classroom setting allowed for effective discussion.

Students felt that there was too much participation required, which was difficult when the instructor did not ask specific questions. Some students felt that there was too much work and that they did not gain an understanding of how to write poetry.

Suggestions for improvement included making the writing assignments more variable, grading the first assignments on effort instead of quality and teaching more writing concepts. Prospective students should know that the class is meaningful, that there is a lot of work involved, and the grading system is fair.

AS.220.105.28

Fiction/Poetry Writing I

Glenn Blake; Clay Cogswell

WRITING SEMINARS

Overall quality of this course: 4.265

Summary:

The best aspects of this course included an instructor who made the class interesting and dedicated his time towards providing students with helpful comments. The readings were interesting and the small classroom setting allowed for effective discussion. Students felt that there was too much participation required, which was difficult when the instructor did not ask specific questions. Some students felt that there was too much work and that they did not gain an understanding of how to write poetry. Suggestions for improvement included making the writing assignments more variable, grading the first assignments on effort instead of quality and teaching more writing concepts. Prospective students should know that the class is meaningful, that there is a lot of work involved, and the grading system is fair.

AS.220.106.01-05

Fiction/Poetry Writing I

Glenn Blake

Overall quality of this course: 4.25

Summary:

The best aspects of this course included the workshops and the variety of discussion. The instructor gave students great feedback, engaged the class in discussion, and made the class environment fun and challenging at the same time. Students felt that there was not enough participation and that students were allowed to be disruptive. Some students felt that they received vague feedback and that the grading was subjective. Suggestions for improvement included requiring a smaller book, having more workshops, providing better explanations for assignments, and providing students with the Hopkins Review. Prospective students should know that this class will help improve their writing.

AS.220.108.01

Introduction to Fiction & Nonfiction

Joanne Cavanaugh-Simpson

Overall quality of this course: 4.85

Summary:

The best aspects of this course included an instructor who was enthusiastic and helpful. The class discussions were very engaging. Students felt that there was too much reading. Suggestions for improvement included offering an Introduction to Fiction & Nonfiction II, and decreasing the amount of reading required for this course. Prospective students should know that the reading assignments are long but enjoyable.

WRITING SEMINARS

AS.220.146.01-02

Introduction to Science Writing
Ann Finkbeiner

Overall quality of this course: 4.35

Summary:

The best aspects of this course included the creative assignments, the class workshops and the feedback from the instructor. Students were able to learn about science while improving their writing. Students felt that the grading was harsh and that the deadlines came up too quickly. Some students felt that it was hard to find time to do the interviews for the assignments. Suggestions for improvement included providing a clear rubric for each assignment, holding more workshops and having the class meet twice a week. Prospective students should know that they will have to write like a scientific journalist and interview outside sources.

AS.220.200.01

Introduction to Fiction
Glenn Blake

Overall quality of this course: 4.00

Summary:

The best aspects of this course included a helpful and knowledgeable instructor. The short story assignments and readings were interesting. Students felt that the class time was unstructured and that they could not read the instructor's handwriting. Some students thought that there were not enough workshops. Suggestions for improvement included having more organized workshops. Prospective students should know that they will have to participate and think creatively.

AS.220.200.02

Introduction to Fiction
Tristan Davies

Overall quality of this course: 4.64

Summary:

The best aspects of this course included the in-class discussions and workshops. The instructor provided students with useful feedback and analysis of the readings. Students felt that the workshops were repetitive. Suggestions for improvement included having a more structured reading schedule. Prospective students should know that the feedback from the class will help with their writing.

AS.200.200.03

WRITING SEMINARS

Introduction to Fiction

Robert Rober

Overall quality of this course: 4.38

Summary:

The best aspects of this course included the workshops, class discussion and helpful feedback. Students enjoyed the assigned reading and appreciated the food that the instructor brought to class. Students felt that they did not get enough feedback and that the prompts were too restrictive. Suggestions for improvement included having more one-on-one meetings with the instructor. Prospective students should know that the writing workload for this course is very manageable.

AS.220.200.04

Introduction to Fiction

Matthew Klam

Overall quality of this course: 4.67

Summary:

The best aspects of this course included an instructor who was very knowledgeable and engaging. Students enjoyed the weekly reading and writing assignments. Students felt that the class could be structured better and that they did not get enough feedback on their work. Suggestions for improvement included having more varied readings and receiving more feedback. Prospective students should know that it is a great course that requires a lot of writing and participation.

AS.220.201.01

Introduction to Poetry

Greg Williamson

Overall quality of this course: 4.57

Summary:

The best aspects of this course included the workshops and the atmosphere of the class. The instructor was encouraging and gave students helpful comments. Students felt that students were not vocal enough and the feedback from the instructor was unclear. Suggestions for improvement included having more creative prompts and more specific feedback. Prospective students should know that they should not be intimidated by the poetry assignments, and that participation is important.

AS.220.201.02

Introduction to Poetry

Joelle Biele

WRITING SEMINARS

Overall quality of this course: 4.4

Summary:

The best aspects of this course included the workshops and the weekly assignments. The instructor gave students useful feedback and kept the class interesting. Students felt that the feedback could have been more constructive, however. Some students felt that the group presentations were boring. Suggestions for improvement included placing more focus on workshops and providing more constructive criticism. Prospective students should know that this class will help them improve their writing.

AS.220.202.01

Introduction to Non-Fiction: Matters of Fact

Wayne Biddle

Overall quality of this course: 3.6

Summary:

The best aspects of this course included the interesting discussions and the class workshops. Students felt that the required readings were not interesting. Some students felt that the readings and the assignments did not correlate. Suggestions for improvement included spending less time discussing the authors and structuring the discussions better. Prospective students should be prepared to receive a lot of criticism on their papers.

AS.220.204.01

Introduction to Dramatic Writing: Film

Marc Lapadula

Overall quality of this course: 4.8

Summary:

The best aspects of this course included the in-class discussions, the workshops and the midterm folder. The instructor is very knowledgeable and helped students with their screenplays. Students felt that they did not receive enough feedback from the instructor. Suggestions for improvement included spreading out the work instead of having it due all at once, changing the time slot of the course and getting better feedback from the instructor. Prospective students should know that there are very few assignments but each one takes a lot of work.

AS.220.205.01

Introduction to Dramatic Writing: Plays

Marc Lapadula

WRITING SEMINARS

Overall quality of this course: 4.36

Summary:

The best aspects of this course included the workshops and a very experienced instructor. Students received good feedback of their work. Students felt that the class got off-track frequently. Suggestions for improvement included receiving formatting guidelines at the beginning of class and reading more plays. Prospective students should know that having a background in theater is useful, and the instructor grades the course fairly.

AS.220.316.01

Seminar: Opinion Writing

Gregory Kane

Overall quality of this course: 4.59

Summary:

The best aspects of this course included the enthusiastic instructor and the interesting discussions. Students were able to write about whatever they wanted to. Students felt that their class time was unproductive. Suggestions for improvement included having more discussion. Prospective students should know that they will do well if they put in the necessary work.

AS.220.334.01

Intermediate Fiction: Indexed Fiction

Tristan Davies

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the relaxing set-up of the class and the freedom and creativity in the assignments. Students felt that there was not enough structure in the class. Suggestions for improvement included providing more feedback on the students' work. Prospective students should know that there is a lot of computer work involved with this class.

AS.220.351.01

Intermediate Fiction: Forms of International Fiction

Laura Van den Berg

Overall quality of this course: 4.8

Summary:

WRITING SEMINARS

The best aspects of this course included the variety of the reading and thought-provoking discussions. The instructor was very enthusiastic and gave students constructive feedback. Students felt that there was a lot of reading and would have liked to have had workshops instead of discussions. Suggestions for improvement included clarifying the requirements for the reading responses and having workshops. Prospective students should know that there is a lot of reading and that they will be expected to write short stories.

AS.220.368.01

Intermediate Fiction: Contemporary American Fiction

Glenn Blake

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the in-class discussions and the choice of readings. The instructor was very knowledgeable and committed to improving his students' writing. Students felt that there were too many reading assignments and not enough workshops. Suggestions for improvement included placing more emphasis on workshops and writing. Prospective students should know that there will be a lot of reading.

AS.220.377.01

Intermediate Poetry: Poetic Forms

Greg Williamson

Overall quality of this course: 4.91

Summary:

The best aspects of this course included learning how to write poetry in meter, the class workshops, and the instruction. The instructor was very knowledgeable and provided students with feedback. Students felt that writing in meter was very hard. Suggestions for improvement included mimicking writers' styles and having more review on syllables. Prospective students should know that there is a lot of work involved and that writing in meter can be a challenge.

AS.220.384.01

Intermediate Nonfiction: I, Me, Mine: American Autobiography

Wayne Biddle

Overall quality of this course: 4.25

Summary:

WRITING SEMINARS

The best aspects of this course included the interesting books and class discussions. The workshops were very helpful. Students felt that there was a lack of feedback from the instructor. Suggestions for improvement included having more feedback from the instructor. Prospective students should know that there is a lot of reading and writing.

AS.220.397.01

Intermediate Poetry: The Lyric

Steve Scafidi

Overall quality of this course: 4.62

Summary:

The best aspects of this course included the variety of assignments, the readings and class discussions. The instructor gave students great feedback. Students felt that there was too little work shopping. Suggestions for improvement included work shopping more than one person per class. Prospective students should know that the instructor is great and that there is a lot of reading.

AS.220.400.01

Advanced Poetry Workshop

David Smith

Overall quality of this course: 4.67

Summary:

The best aspects of this course included a knowledgeable and helpful instructor. The lectures were also very helpful. Students felt that there was not enough time to workshop everyone's work. Suggestions for improvement included having better time management of workshops. Prospective students should know that they will have to write a poem per week in addition to other assignments.

AS.220.401.01

Advanced Fiction Workshop

Jean McGarry

Overall quality of this course: 4.36

Summary:

The best aspects of this course included the workshops, discussions and readings. The instructor was very prepared for class and gave students helpful feedback. Students felt that they read too much Chekhov and that there was not enough time for work shopping. A suggestion for improvement was that the course should have a variety of class readings. Prospective students should know that they will receive a lot of critique on their work.

WRITING SEMINARS

AS.220.411.01

Readings in Poetry: Sex & Death in Contemporary American Poetry

Steve Scafidi

Overall quality of this course: 4.93

Summary:

The best aspects of this course included the readings and in-class discussions. The instructor was passionate about the course material. Students felt that it was hard to get weekly responses in on time and wanted more feedback on assignments.

Suggestions for improvement included writing more poetry and making the class more challenging. Prospective students should know that the instructor is great.

AS.220.420.01

Readings in Contemporary Fiction: Coetzee, Delillo, Freudnerger, Johnson

Matthew Klam

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the discussion and the readings. The instructor was very enthusiastic. Students felt that the class was disorganized. Suggestions for improvement included having a structured syllabus. Prospective students should know that there is a lot of reading and that the class is enjoyable.

AS.220.422.01

Readings in Fiction: Women Behaving Badly!

Jessica Blau

Overall quality of this course: 4.94

Summary:

The best aspects of this course included an instructor who was very engaging. The discussions and readings were interesting. Students felt that there was too much reading required. Suggestions for improvement included meeting twice a week and doing more writing. Prospective students should know that they will read and participate a lot.