



## Course and Teacher Evaluation Summary for Instructors

**Subject:** BIOL\_SCI Biological Sciences  
**Academic Term:** Fall 2011  
**Class Number:** 16987

**Enrollment:** 16  
**Responses:** 13  
**% Responses** 81.25

**Class:** 101-6-20 First-Year Seminar Understanding Evolution, from Seaweed to Salad  
**Instructor:** Norman Wickett

### Demographic Questions

|             | Education & SP | Communication | Graduate School | KGSM | McCormick | Medill | Music | Summer | SCS | WCAS |
|-------------|----------------|---------------|-----------------|------|-----------|--------|-------|--------|-----|------|
| Your School | 0              | 0             | 0               | 0    | 0         | 0      | 0     | 0      | 0   | 13   |

|            | a. Freshman | b. Sophomore | c. Junior | d. Senior | e. Graduate | f. Other |
|------------|-------------|--------------|-----------|-----------|-------------|----------|
| Your Class | 13          | 0            | 0         | 0         | 0           | 0        |

|  | a. Distribution requirement | b. Major requirement | c. Minor requirement | d. Elective requirement | e. Other requirement | f. No requirement |
|--|-----------------------------|----------------------|----------------------|-------------------------|----------------------|-------------------|
| Your reason for taking course (mark all that apply). | 9                           | 3                    | 0                    | 1                       | 3                    | 0                 |

|   | 1 | 2 | 3 | 4 | 5 | 6 | Total Response | Average Response |
|---|---|---|---|---|---|---|----------------|------------------|
| Interest in subject before taking course. | 0 | 0 | 2 | 5 | 4 | 1 | 12             | 4.33             |

### ***Core Questions***

|   | Total Response | 1 Very Low | 2 | 3 | 4 | 5 | 6 Very High | Average Response |
|---|----------------|------------|---|---|---|---|-------------|------------------|
| 1. Provide an overall rating of the instruction   | 13             | 1          | 0 | 1 | 4 | 4 | 3           | 4.46             |
| 2. Provide an overall rating of the course.   | 13             | 1          | 2 | 3 | 3 | 4 | 0           | 3.54             |
| 3. Estimate how much you learned in the course.   | 13             | 1          | 1 | 3 | 2 | 4 | 2           | 4.00             |
| 4. Rate the effectiveness of the course in challenging you intellectually.                  | 13             | 0          | 1 | 2 | 1 | 5 | 4           | 4.69             |
| 5. Rate the effectiveness of the instructor(s) in stimulating your interest in the subject. | 13             | 2          | 1 | 0 | 4 | 5 | 1           | 3.92             |

### ***Time-Survey Question***

|  | Total Response | a. 3 or fewer | b. 4 - 7 | c. 8 - 11 | d. 12 - 15 | e. 16 - 19 | f. 20 or more |
|--|----------------|---------------|----------|-----------|------------|------------|---------------|
| 6. Estimate the average number of hours per week you spent on this course outside of class and lab time. | 13             | 2             | 7        | 2         | 1          | 1          | 0             |

### ***School and Department Questions***

|   | Total Response | 1 Very Low | 2 | 3 | 4 | 5 | 6 Very High | Average Response |
|---|----------------|------------|---|---|---|---|-------------|------------------|
| 7. Rate how well prepared the instructor was for the class.                                   | 13             | 0          | 0 | 2 | 3 | 4 | 4           | 4.77             |
| 8. Rate the effectiveness with which the instructor communicated course content and ideas.    | 13             | 1          | 0 | 3 | 4 | 3 | 2           | 4.08             |
| 9. Rate the instructional materials (texts, audiovisual materials, etc.) used in this course. | 13             | 1          | 1 | 3 | 4 | 2 | 2           | 3.85             |
| 10. Rate the instructor's enthusiasm in teaching this class.                                  | 13             | 0          | 0 | 2 | 1 | 6 | 4           | 4.92             |
| 11. Rate how well the instructor answered students' questions.                                | 13             | 0          | 0 | 0 | 4 | 3 | 6           | 5.15             |
| 12. Rate the clarity with which the grading criteria were defined.                            | 13             | 0          | 0 | 3 | 4 | 3 | 3           | 4.46             |
| 13. Rate how consistently the instructor returned assignments and tests promptly.             | 13             | 1          | 0 | 2 | 4 | 5 | 1           | 4.15             |

## **Essay Questions**

### **1. What are the primary teaching strengths of the instructor(s)?**

You can tell Dr. Wickett is honestly interested in evolution and plants and his enthusiasm makes the subject a lot more interesting./Clear and helpful./Very good teacher, very interested in the subject./He is very enthusiastic about the material and is willing to help answer any questions one has./He is very passionate about what he's teaching, and he knows what he's talking about./He does try his best and is very approachable./very fun to be around/Enthusiasm for course material. Listened and responded to student concerns.

### **2. What are the primary weaknesses, if any, of the instruction?**

There were a few rough patches towards the beginning in formatting of readings and such, but by the end of the course they were sorted out better./Expectations were too high./I don't think he communicated what we needed in the papers well enough at first./He really gets on people to participate, even if there is zero chance that people are going to./The material is given to you and you are expected to learn it by yourself without any real useful help./dense assignemtns/Boring reading sometimes.

### **3. Can you offer suggestions for improvement?**

Reading papers and book chapters together made the two much more relatable and easier to talk about!/There should be more focus on paper writing during class, as that is a big part of the course./Make sure students really understand what they are learning./Maybe ask the students to turn in a draft before every paper so it can be evaluated and tell the student what has been done wrong./Make sure that the readings are things that will interest the students, especially if the students are the ones who are going to be discussing them./Don't focus so much on scientific papers./less dense assignemtns

### **4. Did the course help you learn? Why or why not?**

Yes, I had never really read scientific articles like the ones from class so possibly the most important thing I learned was just how to process them effectively./Yes I learned a lot from reading all those papers./Yes it did, there was a lot about evolution I didn't know./Yes; it actually clarified a lot of things about evolution and theories of evolution./Not much, he did talk about evolution in the beginning of the quarter but as the course went on, the material focused much more on reading the scientific papers which were very hard and people didn't get much out of it other than learn to skim a scientific paper./no because i already know the stuff

### **5. Please summarize your reaction to this course focusing on the aspects that were most important to you.**

Dr. Wickett is fantastic, but if you take this class you need to be able to talk. It can be hard because the articles you will read will be very dense, but once you sift through a few of them it does get easier, and you will get to discuss and think about a lot of very interesting topics relating to evolution./A good seminar to take. However, there are a lot of papers to read and some may be hard to understand./This course was far too difficult for a freshman seminar. Felt more like a 200 or 300 level biology course to me./It was a very interesting course that really made me realize how much about evolution I have not yet learned./I really enjoyed this course--it was discussion-based, which made for some interesting class periods, and the papers were doable. Dr. Wickett is a lot of fun and a really easy guy to talk to./Do not take this class if at all possible. Compared to other freshman seminars, it is much harder and the grading is very harsh also. The concept of evolution is certainly taught all right, but when it comes to applying it to a paper, there is none other than "speciation." When you have to write a paper, you will feel like you are in a totally different class. When others have to read articles that the professor gives out, you are expected to read science journals. When others have

to write a paper by watching a movie or reading a book, you need to search out 10 science journals and understand them and write a paper by formulating your own hypothesis that has the same format as an actual published science journal. When other freshman seminars take 2 hours to write a A paper, this class will ensure that it takes you 5 hours to write a B paper. Finally, good luck to you poor poor souls who are going to take this class./the professor was very fun to be around but the assignments are very dense/This course wasn't exactly as I thought it would be. It focuses more on individual examples of plant evolution rather than the big picture of how plants got to be the way they are./This class was interesting. You do begin to develop an interest for the class and Prof Wickett is a good instructor. This class does require a lot of reading. There are about 2 papers a week plus a few chapters from the book being read, and 3 papers that are about 6-8 pages long.