

JOHNS HOPKINS UNIVERSITY

Homewood Course Guide

Summaries of Student Course Evaluations for Fall 2014

TABLE OF CONTENTS

Africana Studies	5
Anthropology	6
Applied Mathematics and Statistics	11
Art	19
Behavioral Biology	23
Biology	25
Biomedical Engineering	34
Biophysics	44
Center for Language Education: Arabic	48
Center for Language Education: Chinese	50
Center for Language Education: Hebrew	53
Center for Language Education: Hindi	54
Center for Language Education: Japanese	56
Center for Language Education: Korean	58
Center for Language Education: Russian	60
Center for Leadership Education	61
Chemical and Biomolecular Engineering	63
Chemistry	71
Civil Engineering	80
Classics	85
Cognitive Science	88
Computer Science	91
Earth and Planetary Science	104
East Asian	109

Economics	111
Electrical and Computer Engineering	116
Engineering Management	124
English	125
Entrepreneurship & Management	138
Film and Media Studies	147
General Engineering	152
Geography and Environmental Engineering	156
German and Romance Languages and Literatures	163
History	185
History of Art	193
History of Science and Technology	198
Humanities	202
Information Security Institute	203
Interdepartmental	205
Latin American Studies	208
Materials Science and Engineering	209
Mathematics	215
Mechanical Engineering	222
Military Science	231
Museum and Society Programs	234
Music	236
Nanobiotechnology	241
Near Eastern Studies	242
Neuroscience	247
Philosophy	252

Physics and Astronomy	257
Political Science	265
Professional Communication	276
Psychological and Brain Sciences	282
Public Health Studies	287
Sociology	293
Theatre Arts and Studies	299
Women, Gender, and Sexuality Program	302
Writing Seminars	304

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
AFRICANA STUDIES DEPARTMENT**

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

**Introduction to African American Studies
AS.362.111.01
Katrina McDonald**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**AS.362.340.01
Power and Racism
Floyd Hayes**

Overall quality of the class: 4.30

Summary:

Students had few complaints about this course though some found that it didn’t involve as much student engagement and conversation as they would have liked. Students’ suggestions for improvement varied though most wished that the course offered a greater variety of readings for them to consume. Prospective students should know that they should be prepared to construct a coherent argument as the course is writing intensive.

**AS.362.344.01
Education Politics in Urban America
Floyd Hayes**

Overall quality of the class: 3.88

Summary:

Students generally praised this course with particular attention paid to the course’s engaging instructor and the class’ lively discussions on interesting subject matter. While the instructor was complimented for his depth of experience, various students found he would occasionally go off topic onto tangents that could make the course drag on. Most students felt the course could benefit from more focused discussion. Prospective students should know that the course is reading intensive.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ANTHROPOLOGY DEPARTMENT**

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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- 4-Good
- 5-Excellent

**AS.070.113.01
Freshman Seminar: Water and Collective Life
Deborah Poole**

Overall quality of the class: 4.25

Summary:

Students praised the course for the lively class discussions that the small class size encouraged. Students’ issues with the course focused on a lack of feedback on assignments and the course’s lengthy reading assignments. Students thought that cutting back on writing assignments and adding greater structure to the free-form course would greatly improve it. Prospective students should know that they should be prepared to read extensively.

**AS.070.132.01
Invitation to Anthropology
Anand Pandian**

Overall quality of the class: 4.25

Summary:

Students praised this course for having an interesting instructor, compelling readings and covering a variety of topics and different cultures. Issues with the course varied; however, the most common complaint was that students thought the course involved a large amount of reading and was writing intensive for an introductory course. Suggestions for improvement centered on decreasing the course’s reading load and making the course’s lectures more interactive by encouraging in-class discussions. Prospective students should know that the course doesn’t require any background in anthropology and is a good introduction to the subject, providing a general survey of major concepts and people.

**AS.070.144.01
Anthropology and Visual Media
Chitra Venkataramani**

Overall quality of the class: 3.63

ANTHROPOLOGY

Summary:

Students praised this course for its interactive nature that spurred interesting discussions. Issues with the course primarily focused on students feeling the course needed more organization or clearer expectations for their work. Students thought the course would be improved with a greater sense of structure such as more directed readings and more organized discussions. Prospective students should know that students benefited from having some basic knowledge of anthropology, students said.

AS.070.203.01

Healing: Politics and Poetics

Juan Obarrio

Overall quality of the class: 3.76

Summary:

Students broadly praised this course for having an engaging instructor who shared interesting life experiences that inspired compelling discussions in this interactive class. Many students had issues with how the course was organized. In particular, students disliked how the students' grades centered around two assignments. Suggestions for improvement included a request by multiple students that the course's discussions could be better managed by breaking students into smaller groups. In addition, students thought the course would work better if the class met more often during the week rather than having a long class once a week. Prospective students should know that the class is primarily discussion based.

AS.070.222.01

Africa in the 21st Century

Jane Guyer

Overall quality of the class: 3.80

Summary:

Students praised the course for giving them a good understanding of issues and topics facing Africa. Students found the course was somewhat disorganized as the workload could dramatically shift from week to week and goals could be unclear. Students thought the course would be enhanced by having better structure and in particular making goals and objectives clearer. Prospective students should know that students don't need to have prior knowledge of Africa in order to take the class; however some students found that having a background in anthropology and solid analytical writing skills were helpful.

AS.070.259.01

Gift and Sacrifice

Juan Obarrio

Overall quality of the class: 3.67

Summary:

Students praised this course for covering an interesting topic and featuring compelling readings. Issues with the course varied; some students found the class' assigned reading to be long and dense. Some students also felt a delay in returning grades made it difficult to incorporate notes and comments into

ANTHROPOLOGY

future assignments. Suggestions for improvement included faster turnaround when grading assignments as well as less reading. Prospective students should come into the class expecting to do a fair amount of reading and know that the course is discussion focused.

AS.070.285.01

Understanding Aid: Anthropological Perspectives for Technology-Based

William Ball, Emma Cervone

Overall quality of the class: 3.20

Summary:

Students enjoyed this course for providing a new perspective on development theory and spurring interesting in class discussions. Students broadly complained that the course felt disjointed both in how lectures were presented and in how assignments tended to overlap. Suggestions for improvement varied, with some students feeling that the dual instructor model of the course led to spats when competing views were presented. Multiple students also wished that assignments were better distributed throughout the term of the course. Prospective students should know students found that some knowledge of international aid was helpful and that attendance was critical to success in the course.

AS.070.307.01

Markets and Morals

Aditi Saraf

Overall quality of the class: 4.89

Summary:

Students praised this course as a fun and intellectually stimulating class that led to compelling discussions. Students had few issues with the course though some students felt that there was a lot of reading and some of it was dense and confusing. Suggestions for improvement varied widely with one student wishing the course would meet twice a week instead of once, while another student wished the course would have more readings. Prospective students should know that the course doesn't require students to have a background in anthropology and students found that the subject matter was more multi-disciplinary.

AS.070.313.01

The Anthropology of Belief: Religious Experience, Publics, and Personhood

Marieke Wilson

Overall quality of the class: 3.42

Summary:

Students praised this course for covering interesting subject matter that went beyond anthropology and ethnography. Students broadly complained that the instructor would frequently cancel classes which made scheduling and learning difficult. Students thought the course would be improved if classes weren't cancelled and students could rely on the syllabus to provide an accurate schedule of future work. Prospective students should know that students found that the course required a substantial amount of reading and the final project was an ethnography.

ANTHROPOLOGY

AS.070.317.01

Methods

Jane Guyer, Niloofar Haeri

Overall quality of the class: 3.70

Summary:

Students broadly praised this course for not only being stimulating but offering students an opportunity to do fieldwork in Baltimore. Students disliked a perceived lack of structure in the course with one student saying that at various times the schedule in the course's syllabus hadn't coincided with reality. Some students wished the course had greater organization and followed its own syllabus more closely. Prospective students should know that students found the course any excellent hands on experience for aspiring anthropologists and commented that while the course wasn't writing intensive it was slightly disorganized.

AS.070.327.01

Poverty's Life: Anthropology of Health and Economy

Clara Han

Overall quality of the class: 3.40

Summary:

Students praised this course for covering interesting topics through a selection of readings and credited the course with giving them new perspectives on the topics. Most students complained that the course had an "extremely heavy" reading load while other students felt the course was slightly disorganized with some saying there was a disconnect between readings and lectures. Suggestions for improvement included a request by multiple students that the reading load be decreased and that the course allow for more in-class discussion. Prospective students should know that the course was reading intensive and while it covered interesting topics, a background in anthropology was helpful for success in the course.

AS.070.335.01

Ducks, Rodents and Humans: Contemporary Sciences of Emotions

Bican Polat

Overall quality of the class: 4.00

Summary:

Students praised the format of this small class which encouraged engaging class discussions. Students broadly complained of a lack of feedback on assignments. Students thought the course could be improved by providing students with regular and timely feedback on papers so they know how and what to improve on. Prospective students should know that students found the course to be interesting but felt the course focused on attachment theory despite the title of the course.

AS.070.420.01

Anthropology of Death and Dying

Veena Das

ANTHROPOLOGY

Overall quality of the class: 4.00

Summary:

Students praised this course for having interesting and thought-provoking lectures as well as a knowledgeable professor. Students complained of a lack of structure in the program with students in particular citing a lack of written instructions and a lack of support for group discussions. Suggestions for improvement included a request from multiple students that the course encourage and support in class discussion either by requiring students to complete questions for discussion or pressing students to speak up. Prospective students should know that completing the required reading is critical to success in this intellectually challenging course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
APPLIED MATHEMATICS AND STATISTICS DEPARTMENT**

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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- 4-Good
- 5-Excellent

EN.550.100.01

Introduction to Applied Mathematics and Statistics

Elie Younes

Overall quality of the class: 3.18

Summary:

In this course, students most enjoyed the opportunity to learn about diverse topics as they heard from instructors across the applied mathematics and statistics department talk about what they were doing in their research. Students felt the biggest drawback of the course was that the format of the class made it difficult to provide much depth for different topics, and the subject matter covered by different lecturers was sometimes repetitive. Students felt the course could be improved by providing more guidance on weekly homework assignments. Students thought it would be valuable for future participants to know that course only required them to complete weekly homework assignments and that there were no exams or quizzes. They also thought it was good to know that the course was a useful in helping students decide on the focus of their studies in the department.

EN.550.111.01-07

Statistical Analysis I

Dwijavanti Athreya

Overall quality of the class: 3.89

Summary:

Students appreciated the entertaining and engaging teaching style of the instructor for this course. They thought the course’s biggest weakness was the homework assignments which many thought were too lengthy. Students also thought that the pace of teaching sometimes moved too quickly, and that the course could be improved with a more deliberate pace in lectures. Students felt it was useful for others considering taking this course that they don’t need previous experience with statistics to succeed in this course.

EN.550.112.01-04

APPLIED MATHEMATICS AND STATISTICS

Statistical Analysis II Fred Torcaso

Overall quality of the class: 3.86

Summary:

Students liked the clear engaging teaching of the instructor for this course. They also appreciated being able to bring a notecard with formulas to the final exams. Students thought that the greatest weakness of the class was that the homework assignments seemed less challenging than the exams, making them feel as though they were not well prepared for the tests. Students believed that the course could be improved with the addition of review sessions or review sheets offered by the instructor prior to exams. Students thought it was useful for potential participants in this class to know that the grades for the course's exams were not curved.

EN.550.171.01-04 Discrete Mathematics Beryl Castello

Overall quality of the class: 3.98

Summary:

Students appreciated the clarity of the instructor's teaching style and her ability to make complex concepts understandable. They were less enthusiastic about the course's lengthy homework assignments. Students thought the class could be improved with the addition of more example problems in lectures. Many students also disliked the class's system for extra credit. Students thought it was important for people considering taking this class to know that the grade for the exams is not curved, and that there was an emphasis on using proofs in the course material.

EN.550.291.01-02 Linear Algebra and Differential Equations Wayne Hacker

Overall quality of the class: 4.09

Summary:

Students appreciated that this course was taught by an engaging instructor who demonstrated genuine concern that students understood the material. Students thought that the class' greatest drawback was that the course did not go into greater depth in its subject matter. Students felt the course could have been improved by going at a more rapid pace. They also found that it was valuable for prospective participants to know that this course offered a useful, but introductory survey of its subject matter.

EN.550.310.01-03 Probability & Statistics for The Physical Sciences & Engineering Fred Torcaso

Overall quality of the class: 3.64

Summary:

APPLIED MATHEMATICS AND STATISTICS

Students liked the engaging teaching style and clarity of the instructor of this course. Students also appreciated the usefulness of online lecture notes provided by the instructor. They thought that the weakest aspect of the course was that the material covered in lectures could sometimes be abstract and difficult to follow. Students also thought the instructor could improve the course by offering more concrete examples in lectures. It is important for people considering taking the class to know that grades for exams and the final were not curved, students said.

EN.550.311.01-02

Probability & Statistics For The Biological Sciences & Engineering

Bruno Jedynak

Overall quality of the class: 3.30

Summary:

Students liked the approachable teaching style of the instructor for this course. They also appreciated that he provided a useful variety of support materials for the class. Students believed that the greatest drawback of the class was the lengthy homework assignments. Some students also found that the textbook for the course was not useful. Students thought the instructor could have improved the course by offering more example problems during lectures. They thought it would be useful for prospective participants to know that a strong background in calculus could be useful for this course.

EN.550.361.01-04

Introduction to Optimization

Donniell Fishkind

Overall quality of the class: 4.32

Summary:

Students believed that the best aspect of the class was the effective teaching of the instructor who made the subject matter understandable and engaging. They felt the weakest aspect of the class was the lack of course materials beyond the lectures. Students also thought that the course could be improved with the availability of lecture notes online and additional practice problems in classes. Students believed it would be valuable for people considering taking this class that some prior experience with using MATLAB would be useful.

EN.550.385.01

Scientific Computing: Linear Algebra

Wayne Hacker

Overall quality of the class: 3.43

Summary:

Students expressed appreciation for the friendliness and approachability of the instructor for this course. They thought the greatest weakness of the class was that it could have been better organized in regards to its assignments and pacing. Students also thought the course could have gone deeper into the proposed subject matter. Students felt the course could have been improved with a better prepared syllabus. Students believed it was valuable for others thinking about taking this class to know that previous experience with MATLAB may be helpful.

APPLIED MATHEMATICS AND STATISTICS

EN.550.391.01
Dynamical Systems
Wayne Hacker

Overall quality of the class: 4.43

This class had 5 or fewer comments.

EN.550.400.01
Mathematical Modeling and Consulting
Beryl Castello

Overall quality of the class: 4.09

Summary:

Students most appreciated the real world applicability of this course's content. They also praised the effective teaching of the professor. Many students disliked the course's heavy workload. Students thought the course could have benefitted from additional guidance and examples for the projects. They also thought it was most important for potential participants in this course to know that some knowledge of programming with MATLAB would be especially useful for this class.

EN.550.413.01-02
Applied Statistics and Data Analysis
Minh Hai Tang

Overall quality of the class: 3.84

Summary:

Students were the most enthusiastic about the relevance of the course material covered in this class. They also enjoyed the opportunity to learn about using the R programming language. Students thought the least favorable aspect of this course was the exam which they argued didn't match the difficulty of the easier problems in homework assignments. Students believed that the course could be improved by spending more time reviewing example problems as well as more time on practical rather than theoretical aspects of the subject matter. They thought that it was valuable for people thinking about taking this class to know that some previous experience with R would be useful for this course.

EN.550.420.01-04
Introduction to Probability
John Wierman

Overall quality of the class: 3.58

Summary:

Students thought the best element of this course was the interesting material taught by an enthusiastic professor with a sense of humor. Students thought the biggest drawback of the course were the lectures, which students said could have placed less emphasis on explaining material with PowerPoint slides and more time on reviewing example problems. In addition to providing more practice problems,

APPLIED MATHEMATICS AND STATISTICS

students thought the course could benefit from having exams that better matched the problems offered in homework assignments. People considering taking this class should know that an understanding of calculus would be useful, students said.

EN.550.427.01-02

Stochastic Processes and Applications to Finance

Dwijavanti Athreya

Overall quality of the class: 4.29

Summary:

Students thought the best aspect of this class was the clarity and helpfulness of the professor. Students believed the worst aspect of the class was the scheduling and difficulty of the homework assignments. Students thought this might be improved by assigning a larger number of smaller assignments. Students thought it was valuable for potential participants to know that experience with real analysis was important for this class. Students also thought it was important to know that the class emphasized teaching about probability with less coverage of finance.

EN.550.433.01-02

Monte Carlo Methods

James Spall

Overall quality of the class: 4.38

Summary:

Students found that their favorite aspect of this class was the usefulness and practicality of the material covered. However, they disliked the large amount of homework assignments in the course. Some thought the course could be improved by looking into the subject matter in greater depth. Students also thought the addition of an assigned project might be helpful. People thinking about taking this class should know that previous experience with both statistics and probability would be valuable for this course, students said.

EN.550.436.01-02

Data Mining

Bruno Jedynak

Overall quality of the class: 3.67

Summary:

Students thought the best aspect of this class was the practicality of the course material. They believed that the weakest element of the course was the lectures which were sometimes hard to follow and did not always match consistently with the homework assignments. Students thought the course could be improved with better organized lecture notes. Students believed it was valuable for people considering taking this class to know that experience programming with R would be useful, as well as some knowledge of statistics.

EN.550.438.01

Machine Learning and Statistical Analysis in Finance

APPLIED MATHEMATICS AND STATISTICS

Lo-bin Chang

Overall quality of the class: 4.06

Summary:

Students were the most appreciative of the real world relevance of the content of this course. Students disliked the course's assignment workload which they thought could have been more evenly scheduled. Students also thought they could benefit from clearer, more frequent in-class examples. Students thought it was important for people thinking about taking this class to know that prior experience programming with MATLAB or R would be useful.

EN.550.442.01-02

Investment Science

Peng Liu

Overall quality of the class: 4.03

Summary:

Students believed the best aspect of this course was the relevance of the material delivered by a professor who connected the material to examples from their own work experience in the field of finance. Students thought the weakest element of the class was the textbook, and that a different choice could have been more useful. Students thought the course could also have benefitted from more practice problems being provided to prepare for the exams. Students thought that it was valuable for potential participants to know that knowledge of either R or MATLAB programming was necessary to complete the homework.

EN.550.444.01-02

Introduction to Financial Derivatives

David Audley

Overall quality of the class: 3.94

Summary:

Students thought their favorite aspect of this course was the way it was able to cover a broad range of topics. Students also appreciated the relevance of the content taught by an approachable professor who drew on their work experience in the financial world. Students found that the biggest drawback of the course was its fast pace. Students thought the course could have benefitted from more practice problems being provided to prepare for exams. People considering taking this class should know that completing the reading material from the textbook was especially important for success in the class.

EN.550.446.01-02

Risk Measurement/Management in Financial Markets

David Audley

Overall quality of the class: 4.00

Summary:

APPLIED MATHEMATICS AND STATISTICS

Students believed that the best aspect of this course was the usefulness of the content. They thought that the biggest drawback of the course was the fast-paced lectures. Students felt that the course could be improved by going into greater depth in its subject matter. They also believed it was valuable for potential participants to know that some previous knowledge of financial derivatives would be useful for this course.

EN.550.620.01 **Probability Theory I** **James Fill**

Overall quality of the class: 4.22

Summary:

Students praised this course for being an intellectually-challenging course which featured a deep discussion on probability theory. Students' issues with the course included a belief that the course focused primarily on theory which was hard for many students to grasp. Suggestions to improve the course largely centered on a belief that the subject matter would be easier to grasp if the instructor did more proofs during class so students could practice the problems and better understand the topic. Prospective students should know that students found the course assumed students had a strong background in real analysis.

EN.550.630.01 **Statistical Theory** **Carey Priebe**

Overall quality of the class: 4.11

Summary:

Students praised this course for having a passionate instructor who covered fundamental issues in this course. Students had various issues with the course. Multiple students found the course lacked structure which made it hard for beginners to understand. In addition, students complained of a lack of useful feedback on assignments. Suggestions to improve the course varied. Multiple students wanted the instructor to offer more feedback to students on exams and homework. Other students wanted the instructor to change his teaching style so that the course would be more accessible. Prospective students should know that students taking the course found it useful to have a good background in probability and math.

EN.550.646.01 **Advanced Topics in Derivatives Pricing and Spot Trading** **Helyette German**

Overall quality of the class: 4.64

Summary:

Students praised this course for having an accomplished and knowledgeable instructor who provided practical knowledge of derivatives and spot trading. Students had few issues with the course although, a couple students believed that lectures weren't efficient, with one student feeling student led lectures weren't helpful and another student finding lectures moved too quickly. Suggestions for improvement

APPLIED MATHEMATICS AND STATISTICS

varied; students' wishes included that the course have more sessions and that the instructor teach in a more structured manner. Prospective students should know that students found that having a basic knowledge of finance and/or financial derivatives was helpful.

EN.550.661.01

Foundations of Optimization

Daniel Robinson

Overall quality of the class: 4.41

Summary:

Students praised this course and its instructor for focusing equally on theory and practical application of concepts. Perceived issues with the course varied. Multiple students disliked that the course seemed to move quickly, leaving little time for those without basics skills to catch up. In addition, multiple students disliked that information was taught using PowerPoint slides. Suggestions for improvement included a desire by multiple students that the course provide students with more example and homework problems in order to reinforce concepts. Prospective students should know that students broadly believed that having a strong background in linear algebra was helpful when taking this course.

EN.550.666.01

Combinatorial Optimization

Amitabh Basu

Overall quality of the class: 4.80

This class had 5 or fewer comments.

EN.550.692.01

Matrix Analysis and Linear Algebra

Donniell Fishkind

Overall quality of the class: 4.56

Summary:

Students praised this course for presenting challenging and useful concepts in matrices. Perceived issues with the course were few; however, one student found that the exams weren't that challenging. Suggestions for improvement varied; for example, one student wanted the exams and homework to be more challenging while another student wanted the class size reduced. Prospective students should know that students thought the course was focused on matrix concepts and that having a background in linear algebra was helpful.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ART DEPARTMENT**

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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**AS.371.131.01-02
Studio Drawing I
Craig Hankin**

Overall quality of the class: 4.68

Summary:

Students complimented this course for giving them an ability to look at objects in different ways and to work in various mediums. Students had differing issues with the course, the most prominent being that the class required a significant time investment both in class and outside of class in order to finish projects. Students had few suggestions for improvement although some wished the course would be changed from one long session to meeting multiple times a week. Prospective students should know that no background knowledge or experience of art is necessary in order to take this class.

**AS.371.133.01
Painting Workshop I
Craig Hankin**

Overall quality of the class: 4.71

Summary:

Students greatly enjoyed the relaxing and supportive atmosphere created by this course that had a small class size. Students’ issues with the course centered on a feeling that there wasn’t enough time during class to complete projects and that completing work required a significant amount of time outside of class. Suggestions for improvement varied greatly among students, with some students suggesting the course should shift from one long class a week to multiple shorter courses per week. Prospective students should know that students are expected to work a significant amount of time outside of class in order to complete their work.

**AS.371.149.01
Visual Reality
D.S. Bakker**

ART

Overall quality of the class: 4.70

Summary:

Students praised this course for not only giving them new hands-on skills but also encouraging them to think deeply about the art process. Issues with the class were few though some students thought some of the in-class videos that were screened were too long and boring. Suggestions for improvement included a desire by multiple students for greater feedback and guidance before, during and after the work process. Prospective students should know that success in the course requires “self-motivation” as students need to start on their pieces well in advance of when they’re required.

AS.371.151.01

Photoshop/Digital Darkroom

Howard Ehrenfeld

Overall quality of the class: 4.63

Summary:

Students praised this course for giving them new insight into how to use Photoshop to create digital art. Issues with the course varied; multiple students felt the course moved at a rapid pace making it hard for beginners to follow along. Suggestions for improvement included a broad feeling that the instructor needed to slow down when explaining concepts. Prospective students should know that students don’t have to have experience with Photoshop prior to taking the class but it is helpful.

AS.371.152.01

Introduction to Digital Photography

Howard Ehrenfeld

Overall quality of the class: 4.56

Summary:

Students enjoyed this course as they found they got to learn fundamental photography skills as well as how to use Photoshop. Issues with the course primarily focused on the use of Photoshop in the course. Multiple students felt the course moved too quickly when instructing students in the technical aspects of the program. Suggestions for improvement included a desire by multiple students that the course had more in-class workshops on Photoshop in order to make sure students understood concepts. Prospective students don’t have to have experience with Photoshop and a digital camera but such experience would be helpful. In addition, students found it helpful to have Photoshop on their personal computers in order to avoid having to travel to a computer lab to complete assignments.

AS.371.155.01

Introduction to Sculpture

Larcia Premo

Overall quality of the class: 4.45

Summary:

Students broadly praised this course for giving them the freedom to explore art using different material, with assignments ranging from having rigid requirements to others which had looser standards. Issues

ART

with the course varied; while some couldn't find any fault with the course, others found the course to be expensive as it required them to buy materials to complete their projects. Suggestions for improvement included a general desire for more direction and structure in the program with one student asking for additional demonstrations. Prospective students should know that the course does require a good amount of independent work but is a great introduction to sculpture.

AS.371.162.01-02

Black and White: Digital Darkroom

Phyllis Berger

Overall quality of the class: 4.67

Summary:

Students praised this course for being a great introduction to modern photography that is geared to beginners. Issues with the course primarily centered around students feeling that some of the Photoshop techniques they learned were hard to follow and that the course would have benefited from clearer written instructions or notes for students to refer back to. The most common suggestion for improving the course was for the course to provide written notes or instructions on how to operate equipment such as Photoshop that students could refer to on their own time. Prospective students should know that students almost universally described the course as fun and that no experience was required for success in the course.

AS.371.165.01

Location Photography

Howard Ehrenfeld

Overall quality of the class: 4.89

Summary:

Students broadly praised this course that allowed them not only a creative outlet but a break from normal university life as students frequently took field trips for photo shoots. Issues with the course included a feeling by some students that the course was a bit disorganized and lacked feedback. Recommendations for improvement largely centered on a desire for greater clarity in terms of guidelines and expectations for the course as well as a request for more feedback in class and on assignments. Prospective students should know that basic camera knowledge isn't required in order to sign up for this course; however, students found that it was helpful.

AS.371.167.01

The Photographer's Book

Phyllis Berger

Overall quality of the class: 4.71

Summary:

Students universally applauded this course for encouraging students to follow their own creative impulses. Students' perceived issues with the course varied with some finding the course called for a lot of work outside of class while others found that group critiques of students' works could go off topic and be unhelpful. Suggestions for improvement included a desire from multiple students that the course

ART

more clearly voice the importance of students starting on their final project as early as possible in order to avoid a steep ramp up in work as the course progressed. Prospective students should know that students described the course as focusing on photo editing and manipulation techniques and found that the course was both fun and challenging at the same time.

AS.371.190.01

Painting and Drawing the Local Landscape

Barbara Gruber

Overall quality of the class: 4.78

Summary:

Students in this small art class broadly praised it for both giving them the freedom to follow their creative impulses and for having an instructor who focused on one-on-one teaching and mentoring. Perceived issues with the course included a feeling that near the end of the course it became too cold and uncomfortable to be painting outside. Suggestions for improvement varied greatly and included a request by one student that the course involve more off-campus trips. Prospective students should know that students found the course engaging and fun but said prior experience in painting was helpful in succeeding in the course.

AS.371.191.01

Introduction to Video Art

Jimmy Roche

Overall quality of the class: 4.40

This class had 5 or fewer comments.

AS.371.303.01

Documentary Photography

Phyllis Berger

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
BEHAVIORAL BIOLOGY DEPARTMENT**

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.290.101.01
Human Origins
Peter Holland**

Overall quality of the class: 4.08

Summary:

Students praised this course for offering students an insight into the origin of humanity and for supporting students by offering lecture slides and other course material online. Students found the course required a fair amount of memorization and could be a bit boring and tedious. Students’ requests for improvement centered on finding ways to make the course livelier either by incorporating in class discussion, videos or other tools. Prospective students should know that students found the course required significant memorization and their grade was based on their performance on a handful of exams.

**AS.290.301.01
Stress and the Brain
Farrah Madison**

Overall quality of the class: 4.09

Summary:

Multiple students praised this course for being engaging and interactive due to the instructor’s style and the course’s small class size. Complaints with the course centered on students feeling that lectures often consisted of the instructor reading PowerPoint slides and that the course didn’t have a lot of graded assignments. Multiple students thought the course would be better if there were additional opportunities for students to be graded such as in class assignments. Prospective students should know that students found that lecture attendance was critical for success in the class because a lot of information was covered during those lectures, students said.

**AS.290.420.01
Human Sexual Orientation
Chris Kraft**

BEHAVIORAL BIOLOGY

Overall quality of the class: 4.52

Summary:

Students widely praised the course for being “super” interesting and for featuring an engaging instructor and guest speakers who brought intriguing views to the discussion. Students had few issues with the course though some students thought the course involved a lot of writing. Students offered few suggestions for improvement though some students felt the course would be better if it included more guest speakers. Prospective students should know that students found the course to be exceptional and challenging, but they will need to have an open mind in order to enjoy it.

AS.290.490.01

Senior Seminar: Behavioral Biology

Peter Holland

Overall quality of the class: 4.83

Summary:

Students praised this course for being driven by interesting student discussions and having an instructor that gave them a whole new perspective. Students’ issues with the course varied though some students found the reading to be too dense. Suggestions for improvement were few though some students found the class time to be a “drag.” Prospective students should know that this course was a great experience with one student highlighting the in class discussions. Students particularly enjoyed getting the opportunity to lead those discussions.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
BIOLOGY DEPARTMENT**

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.020.103.01-02

**Freshman Seminar: The Human Microbiome
Tegan Feehery**

Overall quality of the class: 4.24

Summary:

Students praised this course for giving them a great introduction to both reading scientific papers and being able to do scientific writing. Perceived issues with the course included a belief from multiple students that the course could be long and tedious in part due to the dry nature of the subject matter. Suggestions for improvement centered on requests by students to liven up the lectures either by encouraging in-class discussions or encouraging students to work in small groups or on projects. Prospective students should know that the course is welcoming to students without a background in science but they should be prepared to read a variety of scientific articles.

AS.020.104.01

**Freshman Seminar: From Genes to DNA and Back
E. Moudrianakis**

Overall quality of the class: 4.70

Summary:

Students praised this course for having both a knowledgeable instructor and engaging seminar-style lectures that led to stimulating conversations among students. Perceived issues with the course varied; some students found the in-class discussions to be boring, particularly when some students hadn't done the reading. Other students found in-class discussions could often wander off topic into philosophical areas. Suggestions for improvement centered around a desire for the course to have more focused readings that focus on biological rather than philosophical concepts. Prospective students should know that reading the material prior to attending class is essential to ensuring that group discussions are productive.

AS.020.105.01-02

From the RNA World: from the origins of life to modern genetics

BIOLOGY

Melissa Mefford

Overall quality of the class: 4.25

Summary:

Students broadly praised this course for having an approachable instructor who gave individual attention and instruction to students who needed it. Perceived issues with the course varied; some students felt the instructor lectured too much for a seminar-style course, while other students thought the instructor relied too much on densely packed PowerPoint slides in her lessons. Suggestions for improvement included a broad desire among the students for lecture slides to be posted so they could look at them on their own time and for the classroom experience to be more interactive, either by the instructor emphasizing in-class discussions or challenging students to complete in-class projects. Prospective students should know students found that a good background in biology was helpful for succeeding in this course. Students also warned that the material covered in the course could be dense and that there is a noticeable and quick ramp up in the difficulty of the course.

AS.020.106.01

Freshman Seminar: Tuberculosis

Robert Horner

Overall quality of the class: 4.67

Summary:

Students praised this course for having a passionate instructor who covered the interesting subject of tuberculosis. Perceived issues with the course were few though some students felt the assigned readings could vary from being too long or being difficult for people without a science background. Suggestions for improvement varied as well. Some students found the course to be fine as it existed, while others wanted the instructor to work harder to engage all students in productive discussions. Prospective students should know that students found this course required students to read regularly and background knowledge in science wasn't necessary.

AS.020.111.01

Freshman Seminar: The "Nobels" in Medicine and Chemistry

Ludwig Brand

Overall quality of the class: 4.20

Summary:

Students praised this course's small class size that allowed for students to bond and have deep conversations. Issues with the course were few although some students said it was hard for students to pay attention during other students' presentations. Suggestions for improvement were few; however, some students wished classes were shorter. Prospective students should know that students found the course had a light workload and covered an interesting topic.

AS.020.115.01

Bioenergetics

E. Moudrianakis

BIOLOGY

Overall quality of the class: 4.08

Summary:

Students applauded this small, seminar-style class for having an engaging instructor. While students complimented the instructor, multiple students faulted the class as being boring. Suggestions for improvement included a widespread request that the course be made more engaging such as by pairing students together during class. Prospective students should know that this course had a light workload and students should have an interest in biology.

AS.020.119.01

Freshman Seminar: The Body Bugged

Michael Eddin

Overall quality of the class: 3.27

Summary:

Student praised this course for having a helpful instructor and for being a low-intensity course. Perceived issues with the course varied with some students finding the course's reading material too dense and technical; other students felt that some topics could be hard to understand when they were taught by students. Suggestions for improvement included a desire by some students that the course be more interactive. Prospective students should know that course is primarily student led and little to no background in the subject matter is needed prior to enrolling in the course.

AS.020.135.01

Project Lab: Phage Hunting

Emily Fisher

Overall quality of the class: 4.95

Summary:

Students praised this course for being a semester-long research project that gave students' hands-on experience working mostly independently in a lab. Students reported few issues with the course, although some students found that completing assignments could lead to long stretches in the lab. Suggestions for improvement varied, although multiple students wanted more directions on how to write a research paper. Prospective students should know that students found the course had a moderate workload and was recommended to any student regardless of whether or not they had a science/laboratory background.

AS.020.135.02

Project Lab: Phage Hunting

Joel Schildbach

Overall quality of the class: 4.83

Summary:

Students praised this course for being a semester-long research project that gave students' hands-on experience working mostly independently in a lab. Students reported few issues with the course, although some students found that completing assignments could lead to long stretches in the lab.

BIOLOGY

Suggestions for improvement varied although multiple students wanted more directions on how to write a research paper. Prospective students should know that students found the course had a moderate workload and was recommended to any student regardless of whether he or she had a science/laboratory background.

AS.020.151.01

General Biology I

Richard McCarty, Rebecca Pearlman, Christov Roberson, Richard Shingles

Overall quality of the class: 3.82

Summary:

Students broadly praised this course for having enthusiastic professors as well as online lectures and interactive quizzes that aided learning. Perceived issues with the course varied greatly, however, many students found the Biolit assignments to be unhelpful, confusing and annoying. Suggestions for improvement largely centered around a request for an overhaul of how the Biolit assignments work in the course with students alternatively requesting that the assignments be removed or changed so that they better connect with topics being covered in the course. Prospective students should make sure to pay attention to in-class lectures and assigned readings.

AS.020.151.02

General Biology I

Richard McCarty, Christov Roberson, Richard Shingles

Overall quality of the class: 3.96

Summary:

Students praised this course as being a great introduction to biology. They also appreciated the posting of lecture slides and other notes online so students could study and prepare independently. Perceived issues with the course included a belief from multiple students that lectures could be boring and not interactive and largely stuck to PowerPoint slides rather than building off them. Suggestions for improvement varied as well. Some students wanted some assignments such as biome to be done away with as they found them unhelpful while others found that instructors sped through lectures leading to requests from students that they slow down the pace of instruction. Prospective students should know that a background in biology is helpful but not required for success in this course and that student found the course manageable so long as students stayed on top of studying.

AS.020.153.01-05

General Biology Laboratory I

Rebecca Pearlman

Overall quality of the class: 4.03

Summary:

Students complimented this course which covered intriguing subject matter and allowed students hands-on laboratory experience. In addition, students were happy that the work load for this course was reasonable and most work could be completed during class time. Perceived issues with the course primarily centered around beliefs that the labs could be disorganized with equipment not set up in

BIOLOGY

advance and with some labs having unclear instructions. Suggestions for improvement varied as many students couldn't find any fault with the course while others wanted to see the course swap in new labs as existing ones weren't challenging. Prospective students should know that students found the workload in the course lighter than other labs and described it as fun and informative.

AS.020.161.01

Biology Workshop I

Rebecca Pearlman

Overall quality of the class: 4.24

Summary:

Students praised this relaxed discussion-centered course which covered a wide variety of material. Perceived issues with the course were few as most students had few complaints with the course; however, multiple students felt the course was too relaxed and could have used more teaching or direction. Suggestions for improvement were also few as students expressed satisfaction with the course as it currently exists; however, some students wished to see more material presented during the course. Prospective students should know that this course requires a relatively light workload.

AS.020.243.01-02

Proteins, Genetics and Human Diseases

Derek Prosser

Overall quality of the class: 4.61

Summary:

Students complimented this course for including intriguing lab experiments and for having an engaged, knowledgeable and hands-on instructor. Students found that the course's workload was a bit much as it involved both lab work and regular reading assignments. Suggestions for improvement included requests for the workload to be decreased, that more feedback could be provided on assignments and lectures could be more interactive. Prospective students should know that a background in biology is necessary for success in this course.

AS.020.305.01

Biochemistry

Emily Fisher, Vincent Hilser, Chrisitan Kaiser, Young-Sam Lee, Kathryn Tiff Oshinnaiye

Overall quality of the class: 3.96

Summary:

Students praised this course, which had a variety of rotating instructors, as being an intellectual challenge that included useful recitations. Perceived issues with the course included a feeling from multiple students that the variety of instructors made it difficult to follow lessons as each instructor's style and content could vary greatly. Suggestions for improvement varied. Multiple students thought that the course would be improved by providing students with more problem sets or other exercises in which they could test their expertise. Other students felt that the course would be better with a single, well-spoken instructor. Prospective students should know that students found the course had a heavy workload and required a good amount of studying. Students also found it was important to pay

BIOLOGY

attention to recitations and to make sure to memorize information in order to be successful in this course.

AS.020.315.01-10

Biochemistry Laboratory

Robert Horner

Overall quality of the class: 3.00

Summary:

Students praised this course for giving them hands-on experience doing biochemistry. Students also liked that the labs lined up with other biochemistry classwork they were doing. Perceived issues with the course primarily focused on the laboratory experiments, with many students finding that they took far too long to finish. Others disliked the course's frequent quizzes. Suggestions for improvement primarily centered on a request for the course to be reorganized so that lab assignments took less time. Prospective students should know that this course was a significant time commitment and that exams required a significant amount of study and memorization.

AS.020.317.01

Signaling in Development and Disease

Rejji Kuruvilla

Overall quality of the class: 4.36

Summary:

Students praised this course for covering an interesting subject and having a knowledgeable and approachable instructor. Perceived issues with the course varied; multiple students found it difficult to take notes in the class as the instructor spoke quickly and lecture slides weren't provided in advance. Suggestions for improvement varied with multiple students wishing more notes were provided to students with multiple students specifically wishing that recordings of the lectures were posted online so students could study independently. Prospective students should know that students found this course interesting and somewhat challenging and found that students should have some background in biology when coming into the course.

AS.020.329.01

Microbiology

Jocelyne Diruggiero, Emily Fisher

Overall quality of the class: 4.02

Summary:

Students praised this course for covering an interesting topic and for having a manageable amount of projects and homework. Perceived issues with the course were few as many students found the course to be fine; however, multiple students found the lectures to be dry and not engaging, leading to people skipping class. Suggestions for improvement varied; multiple students felt the course could use more structure. In particular, students wanted a clearer picture on how assignments would be graded.

BIOLOGY

Prospective students should know that students found the course to be interesting and challenging, and that they had to read many articles.

AS.020.330.01

Genetics

Kyle Cunningham, Emily Fisher, Myles Hoyt

Overall quality of the class: 3.74

Summary:

Students praised this course for covering interesting subject matter and for having passionate instructors. Perceived issues with the course centered on a sense that there was a disconnect between lectures, homework and the questions on exams. Students also found that the course's exams could be very difficult. Suggestions for improvement varied; some students wanted more practice problems and practice exams provided so they could prepare and similarly wanted more individual feedback provided on exams. Prospective students should know that students found the course challenging and that it required students to have some background in cell biology or biochemistry.

AS.020.331.01

Human Genetics

Edward Hedgecock

Overall quality of the class: 3.70

Summary:

Students praised this course for covering many interesting aspects of human genetics, evolution and disease. Perceived issues with the course included a belief from multiple students that lectures could be dry and boring. Suggestions for improvement included a general desire by multiple students that the course better use technology such as the instructor using a microphone. Students also expressed a desire that the course be more engaging. Prospective students should know that students found that a background in biology or genetics was necessary for success in the course.

AS.020.334.01

Planets, Life and the Universe

Jocelyne Diruggiero, Naomi Levin, Colin Norman

Overall quality of the class: 4.24

Summary:

Students praised this course for covering interesting subject matter which was enlivened by instructors and guest lecturers who discussed their own current research. Perceived issues with the course included a belief that the course could be somewhat uneven as the style and substance of each instructor could vary. Students also found that while the course was described as being somewhat introductory, students found that instructors presumed students had a background in biology. Suggestions for improvement varied widely. Multiple students wished for better organization and pacing. Prospective students should know that students found the course was compelling but also thought that it was easy to get lost.

AS.020.340.01-07

BIOLOGY

Genetics Laboratory Carolyn Norris

Overall quality of the class: 3.05

Summary:

Students praised this course for having interesting labs and an approachable instructor. Perceived issues with the course varied, though multiple students found that the instructor could often be unprepared or disorganized which sometimes resulted in work not being posted on time and classes starting late. Suggestions for improvement included a desire for more organization in the course, with multiple students wishing the course had a clear plan and outline. Prospective students should know that students found the course to be somewhat interesting, but said students should be prepared for a certain amount of disorganization.

AS.020.379.01 Evolution Carolyn Norris

Overall quality of the class: 2.64

Summary:

Students praised this course for having a passionate instructor who taught about an interesting topic. Perceived issues with the course included a belief that the course was disorganized and that the instructor was poor at providing timely feedback on assignments. Suggestions for improvement focused on a desire for better organization for the course. In particular, students asked for an updated and stricter syllabus. Prospective students should know that students found that the course involved a fair amount of work.

AS.020.380.01 Molecular Biology Karen Beemon, E. Moudrianakis, David Zappulla

Overall quality of the class: 3.81

Summary:

Students appreciated that this course featured multiple professors who shared their own research and experience. Perceived issues with the course largely surrounded the fact the course had several teachers. Multiple students found instruction uneven in this course due to the fact that the professors' style varied. The differing styles of instructions also made it hard for students to know what to expect on exams. Suggestions for improvement included a desire from some students that the course be instructed by one professor instead of having multiple teachers with their own grading style. Prospective students should know that students found this course built on prior experience from other biology and molecular biology courses. Students also found the course was time consuming, but noted it had amazing content.

Mentoring in Biology AS.020.441.01-02 Rebecca Pearlman, Christov Roberson, Richard Shingles

BIOLOGY

Overall quality of the class: 4.64

Summary:

Students praised this course for giving them an opportunity to not only make connections with other biology students but also allowing them to practice their teaching skills. Complaints were few about the course, though one student complained of technical problems with the Blackboard website. Suggestions for improvement for the course varied with one student asking that the course be a graded class, while another asking for greater feedback. Prospective students should know that knowledge of biology is a requirement for the course and that students found the course to be professionally rewarding.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
BIOMEDICAL ENGINEERING DEPARTMENT**

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.580.111.01
BME Modeling and Design
Robert Allen, Eileen Haase**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**EN.580.111.02
BME Modeling and Design
Joel Bader, Eileen Haase**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

**EN.580.111.03
BME Modeling and Design
Michael Beer, Eileen Haase**

Overall quality of the class: 3.60

This class had 5 or fewer comments.

**EN.580.111.04
BME Modeling and Design
Lawrence Schramm, Eileen Haase**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

EN.580.111.05

BIOMEDICAL ENGINEERING

BME Modeling and Design

Jennifer Elisseeff, Eileen Haase

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.580.111.06

BME Modeling and Design

Harry Goldberg, Eileen Haase

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.580.111.07

BME Modeling and Design

Warren Grayson, Eileen Haase

Overall quality of the class: 3.80

This class had 5 or fewer comments.

EN.580.111.08

BME Modeling and Design

Jordan Green, Eileen Haase

Overall quality of the class: 4.20

This class had 5 or fewer comments.

EN.580.111.09

BME Modeling and Design

Daneil Herzka, Eileen Haase

Overall quality of the class: 4.20

This class had 5 or fewer comments.

EN.580.111.11

BME Modeling and Design

Rachel Karchin, Eileen Haase

Overall quality of the class: 3.85

Summary:

Students were enthusiastic about the hands-on experience and opportunity for collaboration in groups that this course provided. They also believed that the course provided a useful introduction to the field

BIOMEDICAL ENGINEERING

of biomedical engineering. Students thought the course's biggest drawback was that the workload for the course was too large for a class that was only two credits. They felt that the course could be improved with greater guidance from the instructors on how to approach assigned projects. Students thought that it was important for people considering taking this class that the course required a significant amount of time outside the classroom and that some background knowledge of physics could be helpful.

EN.580.221.01-05

Molecules and Cells

Eileen Haase, Feilim Macgabhann, Kevin Yarema

Overall quality of the class: 3.90

Summary:

Students appreciated the way this course provided the opportunity to learn about a wide variety of topics. Students offered that the course's greatest weakness was homework assignments that some of them did not match well with the material being taught in lectures or had unclear instructions. Students commented that the course could be improved by a more coherent flow of material between lecturers and slower pacing. They also thought it was important for people considering taking this course to know that having background knowledge in biology was helpful for this course.

EN.580.311.01

BME Design Group

Robert Allen

Overall quality of the class: 4.26

Summary:

Student's favorite aspect of this class was the opportunity to design a device collaboratively in a real-world scenario. Students commented that the weakest aspect of this course was the lectures and thought the course could be improved by having fewer lectures or making them more relevant to their progress on their projects. They also believed that they could have received better guidance on grading and more effective feedback on their work. Students felt potential participants should know that the course required a large time commitment outside of class but it provided excellent practical experience.

EN.580.321.01-04

Statistical Mechanics and Thermodynamics

Michael Beer

Overall quality of the class: 3.55

Summary:

Students enjoyed the interesting and challenging material of this course taught by an instructor they thought was genuinely interested in helping them learn. They believed that their least favorite aspect of the class was the pacing which they thought was rushed at times. Students thought the course could benefit from less information-dense lecture slides. They felt it was important for people considering this course to know that the class required a large workload and that the exams are especially challenging.

BIOMEDICAL ENGINEERING

EN.580.411.01
BME Design Group
Robert Allen

Overall quality of the class: 4.20

Summary:

Students taking this course enjoyed the independence they were given in this opportunity to collaboratively design medical devices. They found that the weakest element of the course was the guidance they were given for assignments which they thought was vague. In addition, students believed that the course could have been improved with more feedback given on their work over the course of the class. They also found that some of the lectures could have been more relevant to the work they were pursuing in their projects. Students thought that it was important for future potential participants to know that the course required a substantial time commitment.

EN.580.413.01
Design-Team, Team Leader
Robert Allen

Overall quality of the class: 4.31

Summary:

Students appreciated the freedom this class offered to explore the design process and apply their skills. They thought the biggest drawback of the course was a lack of feedback from the instructors, including better explanation of their grades by faculty and reviewers. Students believed the course could be improved with clearer guidelines for assignments and clearer rubrics defining how projects would be graded. They felt it was valuable for others considering taking this class to know that it was time consuming but very rewarding.

EN.580.413.01
Build-a-Genome
Joel Bader, Karen Zeller

Overall quality of the class: 3.60

This class had 5 or fewer comments.

EN.580.421.01-04
Systems Bioengineering I
Natalia Trayanova

Overall quality of the class: 3.81

Summary:

Students liked the breadth of the topics discussed and the opportunity it provided to hear from a variety of leading experts in their fields explaining their current research. Students thought the biggest shortcoming of this class was the difficulty of homework assignments, particularly during the first half of the class. Some students also believed that the homework did not align well with the material being

BIOMEDICAL ENGINEERING

covered in lectures. In addition, students thought that the midterm exam was particularly difficult. Students felt the course could be improved with better pacing of material over the breadth of the class. Students thought it was valuable to know that people considering this class should be prepared to tackle a significant workload. They also found that experience with MATLAB would be useful.

EN.580.423.01-04

Systems Bioengineering Lab I

Eileen Haase

Overall quality of the class: 4.18

Summary:

Students appreciated that this class provided hands-on experience that they thought effectively reinforced concepts taught in the corresponding systems bioengineering course. Many students also enjoyed working with frog dissections, although some students were equally uncomfortable with this aspect of the course. Some students believed that preparing lab reports took an overly long time in this course. In that vein, they reasoned that better guidance for preparing lab reports would improve the class. Students thought it was important for prospective participants to know that dissection would be an important part of the work for this class. They thought it was also useful to know that the course had a light workload.

EN.580.429.01-04

Systems Bioengineering III

Joel Bader

Overall quality of the class: 3.57

Summary:

Many students enjoyed the way this course was a useful progression from previous courses in the department. They also appreciated that the course had a light workload and was taught by a supportive instructor. Some students believed the class's greatest shortcoming was its emphasis on mathematics, and that it repeated concepts learned in past classes. Students thought the class could be best improved by more effectively aligning homework assignments with material being taught in lectures. They felt it was valuable for people considering this course to know that it was relatively easier than previous courses in this progression.

EN.580.439.01

Models of the Neuron

Eric Young

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.580.441.01

Cellular Engineering

Jordan Green, Kevin Yarema

BIOMEDICAL ENGINEERING

Overall quality of the class: 4.22

Summary:

Students enjoyed the way this course covered a wide variety of intriguing topics. Many students believed the biggest shortcoming of the course was a heavy emphasis on assignments using MATLAB and they thought the course could be improved by including fewer homework exercises of this type. They also thought homework could be more balanced between the units taught by each instructor. Students felt it would be useful for prospective participants to know that previous knowledge of MATLAB and cell biology would be useful for this class.

EN.580.445.01

Networks

Sridevi Sarma

Overall quality of the class: 4.31

Summary:

Students found that their favorite aspect of this course was the final project and appreciated the opportunity it provided to utilize and learn skills in a real-world scenario. Students thought the weakest aspect of this course was a lack of more opportunities to practice problems prior to the midterm. They believed that the course could be improved by giving greater time to complete their projects or if they were assigned shorter projects that better matched the time available. Students thought it was important for potential participants to know that prior experience with linear algebra, probability, statistics and coding with MATLAB would be useful for this course.

EN.580.451.01

Cell and Tissue Engineering Lab

Eileen Haase

Overall quality of the class: 3.89

Summary:

Students appreciated the opportunity for hands-on experience this course provided. They also enjoyed the wide variety of topics covered. Students believed the course's greatest shortcoming was the inability to pursue the various topics in great depth. They thought the course could be improved with the availability of better lab equipment. They also believed that the class could benefit from more consistent expectations on assignments between the different teachers of the class. Students felt it was important for potential participants to know that the course was taught by multiple instructors.

EN.580.471.01-02

Principles of Design of BME Instrumentation

Nitish Thako

Overall quality of the class: 4.30

Summary:

Students most enjoyed the hands-on experience this course provided. They thought that this course's greatest shortcoming was the way that lectures seemed disorganized at times. They also believed that

BIOMEDICAL ENGINEERING

they would have benefitted from clearer communication from the instructor. Students thought the course could be improved with a more even distribution of exams and assignments over the span of the course. They felt it was most valuable for people considering this course to know that prior experience with ECE lab or circuit design would be useful.

EN.580.472.01

Medical Imaging Systems

Jerry Prince

Overall quality of the class: 4.75

This class had 5 or fewer comments.

EN.580.495.01

Microfabrication Lab

Andreas Andreou, Jeff Wang

Overall quality of the class: 3.33

Summary:

Students' favorite aspect of this class was the lab work where they gained hands-on experience. Students thought that the course's greatest drawback was the lack of guidance they believed they received on assignments and the final project. They also believed that the exams did not align well with the material being taught. Students also felt the course would most benefit from updated course materials and lecture slides. Students thought it was important for potential participants to know that they course required a final project rather than a final exam.

EN.580.580.01

Senior Design Project

Robert Allen

Overall quality of the class: 4.44

Summary:

Students praised this course for giving them the freedom to design a project of their own choosing. Students had few issues with the course, although some students found that the freedom of the course also made it hard for students to figure out what the scope and expectations were for their project. Students had few suggestions to improve the course and one student even found it was perfect. One suggested improvement was for the instructors to better utilize the Blackboard website as a discussion tool. Prospective students should know that students found this course to be a very rewarding; however, students also found it important to be self-driven given the nature of the course.

EN.580.602.01

Special Topics in Bioengineering Innovation and Design

Soumyadipta Acharya

Overall quality of the class: 4.25

BIOMEDICAL ENGINEERING

Summary:

Students praised this course for giving students an opportunity to be exposed to a variety of topics and to hear from guest speakers. Students had few issues with the course, however some students thought that there wasn't enough of a connection between the various speakers and topics in the course so that it could feel somewhat disjointed. Students thought the course would be improved if they got more advanced warning of when and which speakers would be addressing the course so they could avoid conflicts in their schedule. Prospective students should know that students found this course to be a good way to learn more about various medical devices from industry leaders.

EN.580.607.01

Regulation of Medical Devices

Soumyadipta Acharya

Overall quality of the class: 4.18

Summary:

Students praised this course for giving students an opportunity to learn from various guest lecturers including ones from the FDA that gave students insight on various regulatory issues. Students' issues with the course included a belief that the informal nature of the course meant that lecture content could overlap and become repetitive. Suggestions for improvement included a desire by multiple students that the course overall would be better if there was greater coordination between the various instructors so topics weren't repeated. Prospective students should know that students found the course was a good window into the workings of the FDA. They also found it helpful to have some previous knowledge about regulatory bodies and how they work.

EN.580.611.01

Medical Device Design and Innovation

Soumyadipta Acharya

Overall quality of the class: 4.56

Summary:

Students praised this course for giving them insight on medical device design while also getting advice from experts such as those at Johns Hopkins Hospital and other departments. Perceived issues with the course included a belief that the course required too many deliverables, making it more difficult for students to focus on their final project. Suggestions to improve the project included a desire by some students for the course to have clearer and set deadlines for assignments. Prospective students should know that students found the course was intense and students found that having a background in relevant clinical papers and some background in engineering was helpful.

EN.580.619.01

Bioengineering Innovation and Design – Global Health

Soumyadipta Acharya

Overall quality of the class: 4.56

Summary:

BIOMEDICAL ENGINEERING

Students praised this course for incorporating real world perspectives on global health into the course. Students disliked that the course felt disorganized and that deadlines could suddenly appear with little warning. Students thought that the course would be improved if there was more communication between the various speakers and instructors so that there would be less overlap in subject matter. In addition, students wanted a firmer schedule for assignments. Prospective students should know that students found the course was a life-changing experience which provided an opportunity to take a look at global health projects.

EN.580.623.01

Insight Informed Innovation II
Brandon Craft, Paul Fearis

Overall quality of the class: 4.83

Summary:

Students praised this course for providing a chance to interact with instructors with real world experience. In addition, students enjoyed the ability to get design practice and feedback. Students' perceived issues with the course included a belief that it could use a bit more structure and that they felt rushed at times. In addition, students felt there was less guidance for people working on global projects versus ones in the United States. Students thought that the course could be improved if students had additional opportunities to work directly with the instructors. Students praised this course for giving them a deep understanding of product development.

EN.580.626.01

Structure & Function of the Auditory and Vestibular Brain
Xiaoqin Wang, Eric Young

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.580.639.01

Models of the Neuron
Eric Young

Overall quality of the class: 4.67

Summary:

Students praised this course for covering intellectually stimulating and challenging material. Students found that the course was interesting but had a somewhat overwhelming workload. Students had few ideas on how to improve the course; one student suggested the course could be improved by having a greater focus on neural networks. Prospective students should know that students found that the course had a heavy workload.

EN.580.641.01

Cellular Engineering
Jordan Green, Kevin Yarema

BIOMEDICAL ENGINEERING

Overall quality of the class: 4.43

Summary:

Students praised this course for covering interesting and relevant material and for its assignments which gave students greater familiarity with MATLAB. Perceived issues with the course included a belief that the course's homework could be tedious and heavy. Suggestions to improve the course varied. Some students thought the course would be improved if the course's homework was reworked; a couple students wanted the homework to focus more on concepts and less on coding skills. Prospective students should know that students found this course was a good introduction to cellular engineering and it required them to have a background in MATLAB.

EN.580.678.01

Biomedical Photonics

Xingde Li

Overall quality of the class: 3.25

This class had 5 or fewer comments.

EN.580.736.01

Distinguished Lecture Series in Computational Medicine

Feilim Macgabhann, Sridevi Sarma

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.580.771.01

Principles of the Design of Biomedical Instrumentation

Nitish Thakor

Overall quality of the class: 3.86

Summary:

Students praised this course for having hands-on labs that focused on practical learning. Perceived issues with the course varied; a couple students disliked that they received little feedback on exams. Suggestions for improvement included a belief that the lectures could be better designed so that they would be more conceptual and informative as well as more welcoming to non-biomedical engineers. Prospective students should know that students found the course had a time consuming, heavy workload and required them to be self-driven.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
BIOPHYSICS DEPARTMENT**

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.250.205.01
Introduction to Computing
Carolyn Fitch**

Overall quality of the class: 4.10

Summary:

Students praised this introductory course for allowing students to learn new programming languages and for covering a variety of material. Multiple students felt the course moved too quickly and that the homework could be hard and confusing particularly for people without programming experience. Some students found the homework an area worthy of improvement as it could vary from excessive to repetitive. Prospective students should know that students thought that prior computing knowledge wasn't necessary but was helpful.

**AS.250.205.02
Introduction to Computing
Ana Damjanovic**

Overall quality of the class: 3.72

Summary:

Students praised this interesting course for providing them with a basic understanding of programming and problem sets. Multiple students found that the course covered too much material and went through that material at too fast a pace for all students, particularly those unfamiliar with computers, to keep up. Suggestions for improvement included a desire by some students for additional opportunities to learn and practice programming such as a 'lab' section. Prospective students should know that students found the course difficult particularly if one lacked programming skills, although it provided useful life and career skills.

BIOPHYSICS

AS.250.253.01-02

Protein Engineering and Biochemistry Lab

Carolyn Fitch

Overall quality of the class: 3.85

Summary:

Students praised this course for giving them the ability not only to learn new skills but apply those skills as well. Issues with the course varied, though multiple students found there was a steep learning curve in the first few weeks and that feedback wasn't provided in a timely manner to students resulting in repeating costly mistakes on assignments. Similarly, suggestions for improvement focused on a general request that assignments be better spaced out to allow time for feedback in between the due date for the next assignment, or that feedback on assignments simply be returned to students more quickly. Prospective students should know that having some background in general lab procedure and programming is helpful for this course, although the class is accessible to a freshman.

AS.250.301.01

Laboratory in Molecular Evolution

Aaron Robinson

Overall quality of the class: 4.86

Summary:

Students praised this course for giving them the opportunity to learn the concepts behind laboratory procedures. Issues with the course were few, though some students found the material somewhat intimidating. Suggestions for improvement were also few as most students seemed content with the course; however, some students thought it would have been better to have broken the course up so there was a discussion/lecture class and a lab-focused class. Prospective students should know that students broadly described this course as fun and a great introduction to laboratory techniques.

AS.250.315.01

Biochemistry I

Patrick Fleming

Overall quality of the class: 4.27

Summary:

Students broadly praised this course for having a friendly and engaging instructor who covered interesting subject matter. Students did not like the course's brief quizzes which could be hit or miss in terms of success. Students also said that results on the quizzes accounted for a large percentage of their grades, and since each one only consisted of four or five questions, one wrong answer could send a grade plummeting on the quiz. Suggestions for improvement included a desire by multiple students for the quizzes to be overhauled either by increasing the number of questions or switching from multiple choice questions to short-answer questions. Prospective students should know that the course requires a good amount of independent study by students and success on the course's quizzes is critical to overall success.

BIOPHYSICS

AS.250.345.01

Cellular and Molecular Physiology

Richard Cone

Overall quality of the class: 4.02

Summary:

Students complimented this course for having an engaging instructor and covering an interesting topic. Students' issues with the course varied; multiple students wished the course had a central textbook or better organized notes and structure in order to aid them when studying. Suggestions for improvement varied with some students requesting that the course adopt a more structured lesson plan or provide students with lecture notes or outlines. Prospective students should know that attending lectures was important as most information was covered during lectures rather than through assigned readings from a central textbook.

AS.250.351.01

Reproductive Physiology

Richard Cone, Barry Zirkin

Overall quality of the class: 4.66

Summary:

Students broadly praised this course for having compelling instructors and for featuring a number of interesting guest lecturers who engaged students on relevant topics. Students had very few issues with the course although some students found that since the course had rotating instructors there was a lack of continuity in the course and the quality of each speaker could vary. Suggestions for improvement varied; however, some students wished the course had fewer students in order to allow more in-class discussion or that the course had a separate discussion section. Prospective students should know that the course was highly recommended and, even though the course description said there were no prerequisites, some general knowledge of biology was necessary for success in the course.

AS.250.353.01

Computational Biology

Patrick Fleming

Overall quality of the class: 4.67

Summary:

Students complimented this course for having an approachable instructor and for giving them useful computational knowledge. Students had few complaints with this course although one student felt that, while he was able to get the correct answer for problems, he didn't understand the context or reasoning for the solution. Suggestions for improvement included a desire by a couple students that more work be done at the start of the course to give students a better understanding of how the various computations work so that they can better understand the logic of the work they'd be doing. Prospective students should know that the course, while challenging, doesn't expect students to have any prior experience and is a "solid" introduction to computation methods in biology.

AS.250.372.01-02

BIOPHYSICS

Biophysical Chemistry **Doug Barrick**

Overall quality of the class: 4.14

Summary:

Students complimented this course for having a friendly and engaging instructor. Issues with the course varied, with multiple students describing the overall course and in particular the course's problem sets as being difficult. Students had few suggestions for improvement for the course though some wished that the course gave students more of a foundation in programming during the early parts of the course. Prospective students should have some background and proficiency in mathematics when enrolling in the course.

AS.250.403.01 **Bioenergetics** **Bertrand Garcia-Moreno**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ARABIC DEPARTMENT**

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.375.115.02

First Year Arabic

Sana Jafire, Mayumi Johnson

Overall quality of the class: 4.27

Summary:

Students praised this course for giving them a good sense of the basics of the Arabic language. Perceived issues with the course included a feeling that the homework in the course could be uneven and excessive in the course. Other students thought that course felt somewhat rushed given how much was covered. Suggestions for improvement included a general feeling that the course could be improved by restricting the scope of the course and its work so that more time and focus could be placed on some assignments. Prospective students should know that students found the course time consuming as they usually had daily homework, but they ultimately found it to be rewarding.

AS.375.115.03

First Year Arabic

Sana Jafire

Overall quality of the class: 4.38

Summary:

Students praised this course for its small-class size and for having an enthusiastic instructor who kept everyone engaged. Students’ perceived issues with the course included a general feeling that the course moved too quickly which could result in the instructor speeding over important points or missing students’ questions. Suggestions for improvement included a general feeling from most students that the course would be better if the course included more focus on conversation during the class and a greater focus on grammar. Prospective students should know that the course is a rewarding but time consuming experience. Students also found that it was essential to go to every class and complete the assigned homework.

AS.375.215.01-02

Second Year Arabic

CENTER FOR LANGUAGE EDUCATION: ARABIC

Baraa Rajab

Overall quality of the class: 4.58

Summary:

Students praised this course for having a small class size and an 'amazing' lecturer. Perceived issues with the course largely focused on a belief that the workload for the course was overwhelming with students complaining of multiple hours of homework each night. Suggestions for improvement varied with some students requesting less homework with others wishing that more time could be spent on grammar. Prospective students should know that students found that the course had a heavy workload and required them to spend a significant amount of time outside of class in order to succeed.

AS.375.301.01

Third Year Arabic

Sana Jafire

Overall quality of the class: 4.33

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
CHINESE DEPARTMENT**

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
Nan Zhao**

Overall quality of the class: 4.70

Summary:

Students praised this course for having an energetic and engaging instructor, for providing students an opportunity to practice speaking Chinese in class and for incorporating Chinese culture and vocabulary in the course. The frequent quizzes were by far the worst aspect of the class, students said. One common suggestion for improving the course in the future was to reduce the number of quizzes. Prospective students should know that there was a heavy workload, although it was typical for a language class. Students also found it was helpful to have a background in Mandarin Chinese.

**AS.373.115.01-04
First Year Chinese
Jing-Yun Chen, Nan Zhao**

Overall quality of the class: 4.59

Summary:

Frequent opportunities to practice speaking, knowledgeable and engaging instructors, and the amount of information gained over the semester were the best aspects of this course. The heavy workload and fast pace of the class were the most negative aspects of the class. Suggestions to improve the course included slowing down the pace, reducing the workload, and ensuring that all students are at the same level when they join the class. Prospective students should know this course required a significant time commitment between daily classes and homework. Prospective students should also know that students found the course was both interesting and that it gave them a solid understanding of introductory Chinese.

**AS.373.211.01-02
Second Year Heritage Chinese
Aiguo Chen**

CENTER FOR LANGUAGE EDUCATION: CHINESE

Overall quality of the class: 4.15

Summary:

This class was praised for the relaxed nature of the classroom, the passionate instructor, and the variety of class activities. Many students also noted that the small size of the class helped students learn important concepts. The fast pace and frequent quizzes were the worst aspects of the class, students said. Including more traditional Chinese language and meeting more often during the week were suggested improvements to the course. Prospective students should know that students found they learned a good deal more during this course compared to previous ones and that they found mastering the topic required studying and memorization.

AS.373.215.01-03

Second Year Chinese

Aiguo Chen, Yanfei Chen

Overall quality of the class: 4.63

Summary:

Frequent speaking practice, enthusiastic instructors, and intense immersion into the language were the highlights of this course. Students also praised the course's instructors who were both available to students and were passionate about students' success. Students disliked that the course required a large time commitment and that the workload was very heavy. Some suggestions to improve the course included lowering the workload and giving more time to practice speaking during class time. Prospective students should know that the course required a good deal of work; however, that hard work was rewarded.

AS.373.313.01

Third Year Heritage Chinese

Aiguo Chen

Overall quality of the class: 3.86

Summary:

This course is highlighted by the small class size, the inclusion of more current events, and the opportunities for class discussion. Some negative aspects of the course include the frequent tangents from the instructor, the odd choice of topics, and the high workload. More variety to the in class activities was suggested frequently as an area for improvement. Prospective students should know that much like other language classes, they will need to study regularly for class in order to keep up. Fluent speakers will not be challenged by the course.

AS.373.315.01

Third Year Chinese

Yanfei Chen

Overall quality of the class: 4.81

Summary:

CENTER FOR LANGUAGE EDUCATION: CHINESE

Students appreciated that the instructor kept students speaking in Chinese in class, which gave even more opportunity to practice the language in this course. Also, the constant practice and frequent assignments ensured a full understanding of the language by the end of the semester. The workload and textbook were both cited as negative aspects of the class. A more reasonable workload and better textbook were both suggestions to improve the class. Prospective students should know that they will need to dedicate a great deal of time and effort to the coursework for this class, but they will see improvements in their language skills.

AS.373.415.01

Fourth Year Chinese

Nan Zhao

Overall quality of the class: 4.40

Summary:

The instructor was given a great deal of praise for her enthusiastic and knowledgeable teaching style. Students appreciated the relationship they had developed with the instructor over the semester, and found it beneficial to learning. However, the large class size, repetitive lectures, and variety in student ability were negatives in this class. Suggestions to improve the course included capping the class size at 12 or 15, and ensuring that all students enter at the same proficiency level. Prospective students should know that the course requires a significant time commitment in order to succeed, but effort was rewarded with language proficiency.

AS.373.491.01

5th Year Chinese

Nan Zhao

Overall quality of the class: 4.50

Summary:

The small class size, interesting topics, and engaging instructor were the best aspects of the course. Many students were pleased that there was finally a fifth-year course available. However, the students were split between feeling the worst aspect of the course was the slow pace and ease of the material and the fast pace and difficulty of the workload. More time for speaking practice and more variety in assignments were both suggestions for improving the class. Prospective students should know that previous travel to China and experience with Chinese culture was beneficial, although not necessary, students said.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
HEBREW DEPARTMENT**

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.384.115.01
First Year Hebrew
Zvi Cohen**

Overall quality of the class: 4.56

Summary:

Students broadly praised this course for its small size and having a passionate and knowledgeable instructor who was open to taking questions from students. Perceived issues with the course included a belief that class could get off topic as the instructor and the class were pulled into tangential or irrelevant topics. Suggestions for improvement included a widespread desire for additional experience speaking Hebrew in class either in conversation or through oral presentations. Prospective students should know that students enjoyed the instructor’s style and described the course as a good introduction to Hebrew but still a challenging class.

**AS.384.215.01
Second Year Hebrew
Zvi Cohen**

Overall quality of the class: 3.60

Summary:

Students praised this course as being fun and found that the small class size allowed it to be interactive. Issues with the course included a feeling that students were at different levels of proficiency with some students who were stronger in Hebrew leaving novices behind during practice conversations. In addition, students found the course could lack focus. Suggestions for improvement included a desire from multiple students that the course adopt and stick to a structured curriculum in part to avoid the instructor getting off topic. Prospective students should know that students will have different experiences in the course based on their own familiarity with Hebrew; some students will find the course too slow while others may find the course has a heavy workload.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
HINDI DEPARTMENT**

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.381.101.01
First Year Hindi I
Uma Saini**

Overall quality of the class: 4.50

Summary:

Students praised this course for having a “kind and open” instructor who created a classroom environment where students not only learned a foreign language but a culture. Perceived issues included a feeling that the course could move too quickly which was challenging for novices. Suggestions for improvement included a general sense that the course should go at a slower pace and that the course should have a more cohesive syllabus that better communicates goals and instructions. Prospective students should know that students found the instructor to be exceptional. Students also believed that a background in Hindi was helpful to success in the course.

**AS.381.201.01
Second Year Hindi I
Uma Saini**

Overall quality of the class: 4.89

Summary:

Students broadly praised this course’s instructor for being enthusiastic about the subject matter and supportive of the students. Perceived issues with the course included a general feeling that the workload could be challenging and somewhat heavy. Suggestions for improvement included a desire by some students that the course could include more cultural material such as Bollywood movies and Hindi cartoons in order to help them absorb the language. Prospective students should know that multiple students described this course as a highly enjoyable class that at times could be a bit challenging.

**AS.381.301.01
Third Year Hindi I
Uma Saini**

CENTER FOR LANGUAGE EDUCATION: HINDI

Overall quality of the class: 3.60

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
JAPANESE DEPARTMENT**

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
Mayumi Johnson, Satoko Katagiri**

Overall quality of the class: 4.66

Summary:

Students praised this intensive course that met every day and provided students with a good introduction to the Japanese language and culture. Perceived issues with the course were few though some students felt the instructors gave quizzes too often. Suggestions for improvement varied, including requests for more opportunities to speak and practice the Japanese language in class. Prospective students should know that the course was demanding, time consuming and required a good amount of memorization.

**AS.378.215.01-02
Second Year Japanese
Mayumi Johnson, Makiko Nakao**

Overall quality of the class: 4.93

Summary:

Students praised this course for being an interesting and challenging class that gave students an opportunity to learn to speak Japanese in a short period of time. Perceived issues in the course included a belief from multiple students that the grading in the course could be harsh. Suggestions for improvement included a desire for additional opportunities to speak Japanese with others in the course. Prospective students should know that students found that the course required them to memorize a good amount of vocabulary.

**AS.378.315.01
Third Year Japanese
Makiko Nakao**

Overall quality of the class: 4.78

CENTER FOR LANGUAGE EDUCATION: JAPANESE

Summary:

Students praised this course for having a small-class size which led to a great deal of camaraderie among students, and for having a fun and engaging teacher. Perceived issues with the course included a belief that the course's workload could be excessive with student commenting in particular that homework was due every class. Suggestions for improvement varied though students requested more time between when assignments were due in order to give students more time to work on them. Prospective students should know that the course involved a good amount of work and compared to previous courses, it focused more on reading and understanding Japanese.

AS.378.396.01

Fundamentals of Japanese Grammar

Mayumi Johnson

Overall quality of the class: 4.67

Summary:

Students praised this course for serving as a great supplement to other Japanese-language courses as it focused primarily on Japanese grammar in detail. Perceived issues with the course included a belief that the lecture could run too long and the subject matter could be hard to follow if students didn't have experience in other language classes. Suggestions for improvement varied; however, multiple students wanted to have more experience working on grammar in class such as in small groups. Prospective students should know that students found that it was useful to have some experience in Japanese, such as completing First Year Japanese, prior to taking the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
KOREAN DEPARTMENT**

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.380.101.01-02
First Year Korean
Jayoung Song**

Overall quality of the class: 4.40

Summary:

Students praised this course for having an engaging instructor who not only taught students the Korean language but Korean culture as well. Perceived issues with the course largely focused on the pace of the course. Students felt that at times the instructor moved quickly through topics, such as grammar and vocabulary, which made it hard for some people to keep up. Suggestions for improvement largely focused around the pacing of instruction. Multiple students wanted the course to adopt a slower pace and to focus on pronunciation and more speaking and listening exercises. Prospective students should know that students found that while this was an introductory course, some knowledge of the Korean language or Korean culture was helpful. Students also found that the course does require a good amount of studying and memorization outside of class in order to be successful.

**AS.380.201.01
Second Year Korean
Jayoung Song**

Overall quality of the class: 3.70

Summary:

Students praised this course for being an in-depth course on Korean and for having an instructor that tried to keep all students involved. Perceived issues with the course focused primarily on a feeling from multiple students that there was a significant difference in ability amongst the students that detracted from learning. Some students who were not native Korean speakers felt that there was an assumption they should have as much knowledge of the language as those who had a richer background in the language. Suggestions for improvement varied. Some students wanted more practice and instruction on the language in class. Prospective students should know that tests for the course could be especially challenging.

CENTER FOR LANGUAGE EDUCATION: KOREAN

AS.380.301.01
Third Year Korean
Jayoung Song

Overall quality of the class: 4.40

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
RUSSIAN DEPARTMENT**

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 the class: 4.70

Summary:

Students praised this course for having a small class size and an approachable instructor. Perceived issues with this course included a feeling the course was time intensive and required a good amount of work. Suggestions for improvement included a desire for greater feedback on how well students were learning the language. In particular, students asked for more projects. Prospective students should know that the course was interesting but difficult. No prior knowledge of Russian was needed for the course.

**AS.377.211.01
Introduction to Russian Literature I
Olya Samilenko**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

**AS.377.395.01
Seminar I: Russian Satire
Olya Samilenko**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
CENTER FOR LEADERSHIP EDUCATION DEPARTMENT**

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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- 4-Good
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**EN.663.645.01
Improving Presentation Skills for Scientists and Engineers
Julie Reiser**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.663.650.01
Finding a Job and Building Your Career
Eric Rice**

Overall quality of the class: 4.67

Summary:

Students praised this course for giving students helpful advice on how to find a job and build a career. Perceived issues with the course varied. Some students disliked the long length of lectures with one student requesting a break in the middle, while other students suggested it might be more productive to have multiple sessions throughout the week. Students broadly thought the course would be improved by having the instructor give more one-on-one feedback particularly on things such as resumes, cover letters and similar documents. Prospective students should know that students found the course was good and that students should be prepared to receive critiques on their work.

**EN.663.651.01
Developing a Business Plan
Eric Rice**

Overall quality of the class: 4.27

Summary:

Students praised this course for having an experienced instructor who gave a useful introduction to what a business plan is. Perceived issues with the course included a general feeling that the course’s lectures could feel dry. Multiple students thought the course would have been improved if the

CENTER FOR LEADERSHIP EDUCATION

instructor provided students with notes and key terms so that they could focus their studies. Prospective students should know that students found the course to be a good overview of how to craft a business plan.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
CHEMICAL AND BIOMOLECULAR ENGINEERING DEPARTMENT**

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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**EN.540.101.01
Chemical Engineering Today
Lise Dahuron**

Overall quality of the class: 3.91

Summary:

Students’ favorite aspect of this course was the opportunity to learn about potential career paths from a variety of alumni currently working in the field. Students believed the weakest aspect of the course was that some speakers were less engaging than others. They thought that the course could be improved with greater interactivity in the lectures. Students also felt the course could benefit from lecture slides being available online. Students thought it was valuable for future participants to know that the class was useful and only had one required assignment.

**EN.540.202.01-02
Introduction to Chemical & Biological Process Analysis
Lise Dahuron**

Overall quality of the class: 3.86

Summary:

Students most appreciated the enthusiastic teaching of the approachable instructor for this class. They also enjoyed that the course gave them a better perspective on the work of chemical engineering. Students thought that one of the course’s chief drawbacks was that the course felt disorganized at times. They also thought that the workload was weighted to the end of the class and that coverage of the final subjects of the class seemed rushed. Students found that the course could be improved with having a greater number of problems presented during class sessions. Students felt that it was useful for potential participants in this class to know that the course was challenging and that preparation for exams was accomplished most effectively through practicing problems.

**EN.540.203.01
Engineering Thermodynamics
Michael Bevan**

CHEMICAL AND BIOMOLECULAR ENGINEERING

Overall quality of the class: 3.95

Summary:

Students in this course were happy with the effective lecturing of the instructor, who they also praised for his approachability. They also believed that the tests for the course were reasonable but challenging. Students believed the greatest drawback of the course was the emphasis on concepts rather than practical application. Many students thought the course could have benefitted from the instructor providing more example problems during class time. Students felt it was important for future participants to know that this was a challenging course where using the textbook as a source for practice problems was valuable.

EN.540.204.01

Applied Physical Chemistry

David Gracias

Overall quality of the class: 3.00

Summary:

Students' favorite aspects of this class were the interesting material covered and the small number of homework assignments. Students perceived that the biggest weakness of the class was that the range of concepts covered seemed disjointed and that there could have been a more coherent progression of material from lecture to lecture. Students thought the course could benefit from additional problems being offered in homework or class. They also felt it was valuable for potential participants to know that some knowledge of thermodynamics would be useful for this class.

EN.540.303.01

Transport Phenomena I

Joelle Frechette

Overall quality of the class: 4.21

Summary:

Students believed that the best aspect of this class was the engaging and helpful instructor. They thought that the biggest drawback of the class was that some topics were not emphasized equally over the course of the semester. Students felt the course could have been improved with a more useful textbook. Some students also believed that the class could have benefitted from a dedicated teaching assistant section. Students felt it was important for people considering taking this class to know that having taken Calculus 3 was valuable for this course.

EN.540.305.01

Transport Phenomena II

Zachary Gagnon

Overall quality of the class: 4.09

Summary:

CHEMICAL AND BIOMOLECULAR ENGINEERING

Students most appreciated the engaging manner and clear explanations of the instructor for this course. They also liked the video lectures that were provided in addition to live lectures. Students thought the biggest drawback of the class was the homework assignments which they thought were challenging and sometimes confusing. They felt the course could be best improved with more timely feedback on homework. They also thought that additional review or problem sets before exams would be helpful. Students felt it was most important for potential participants to know that reviewing and having a solid grasp of material from Transport I would be important for success in this course.

EN.540.305.01

Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineering

Rebecca Schulman

Overall quality of the class: 3.65

Summary:

Students most enjoyed the opportunity to learn programming, and particularly believed they received an effective introduction to the use of MATLAB. They were the least enthusiastic about the lengthy homework assignments for the course, as well as the difficulty of weekly quizzes. Students believed that the course could have been improved with the addition of more examples and interactivity in lectures, especially in teaching the statistics portion of the class. They thought it was valuable for prospective participants to know that having some experience with MATLAB or programming would be useful but was not absolutely necessary for taking this class.

EN.540.309.01

Chemical and Biomolecular Engineering Design

Marc Donohue

Overall quality of the class: 4.67

Summary:

Students' favorite aspect of this course was the way it encouraged creativity. They were least happy with the limited equipment available for pursuing their projects. Students thought the course could be best improved with additional background materials, in particular examples of past projects to help generate ideas. Students also expressed that it was valuable for people considering taking this course to know that it was helpful to go into the course with some ideas for projects and to find people they could effectively collaborate with in groups.

EN.540.313.01

Chemical and Engineering Lab

Lise Dahuron

Overall quality of the class: 4.00

Summary:

Students most appreciated the opportunity for practical experience and to learn science writing provided in this course. They thought the biggest drawback of the class was the large amount of work outside of class sessions. Students also felt courses could have been improved with better guidance for

CHEMICAL AND BIOMOLECULAR ENGINEERING

assignments and the use of lab equipment. They thought it was valuable for potential participants to know that finding fellow students they could collaborate with effectively in lab groups was important.

EN.540.311.02

Chemical and Engineering Lab I

An Goffin

Overall quality of the class: 4.38

Summary:

Students' favorite aspect of this class was the opportunity it gave them to gain real world experience in the laboratory. They thought the course's greatest deficiency was the schedule which they believed could have been more consistent in terms of workload. Students felt the course could have been improved with more guidance for assignments, particularly lab reports. They thought it was important for people considering taking the class to know that the course was challenging and that a substantial time commitment was necessary for completing lab reports.

EN.540.313.02-03

Chemical and Biomolecular Engineering Lab

Lise Dahuron, Sharon Gerecht, Marc Ostermeier

Overall quality of the class: 3.93

Summary:

Students thought the best aspect of this class was the labs where they had the opportunity to practice designing experiments and to gain practical experience. They felt the biggest drawbacks for the course were the difficulty of completing lab reports and deficiencies in laboratory equipment. Students thought the course could be best improved with a more even distribution of the workload over the duration of the class. Students felt it was most important for prospective participants in this class to know that they should be certain to set aside sufficient time for completing lab reports.

EN.540.400.01

Project in Design: Pharmacokinetics

Marc Donohue

Overall quality of the class: 4.26

Summary:

For this course, students appreciated the opportunity to work independently on a project and gain experience relevant to future professional work. Students believed the biggest weakness of the course was the lack of feedback on performance they received after presentations and on assignments. They thought that the course could benefit from more detailed guidance on assignments from the instructor. People considering taking this class should know that there was a substantial workload in the course, students said. Students also thought it was useful to know that finding group project partners that you could work with effectively was especially important for this class.

EN.540.402.01

Metabolic Systems Biotechnology

Michael Betenbaugh

CHEMICAL AND BIOMOLECULAR ENGINEERING

Overall quality of the class: 3.75

Summary:

Students praised the way the course material for this class was delivered by the instructor in a clear and straightforward way. They found that the biggest drawback of the class was the three-hour-long time allotment for classes. Some students thought the course could be improved if sessions were divided up over multiple days. Students also felt the course could benefit if more practice problems were reviewed before exams. People considering taking this class should have some background knowledge of math, biology and biochemistry, students said.

EN.540.409.01-04

Modeling Dynamic/Control

An Goffin

Overall quality of the class: 4.11

Summary:

Students thought the best aspect of this course was the effectiveness of the instructor in explaining the course material. They felt the course's biggest drawback was that the lectures could have ranged farther in scope from the material covered in the textbook. Students also thought the course could benefit from the distribution of more example problems as preparation for the exams. Students thought it was valuable for future participants to know that there was an emphasis on mathematics in the course material for the class.

EN.540.414.01

Computational Protein Structure Prediction and Design

Jeffrey Gray

Overall quality of the class: 4.55

Summary:

Students appreciated the opportunity to gain relevant skills from this course. Students also praised the expertise and effective teaching of the instructor. Students found that the greatest difficulty with the course was the ability to gain the necessary programming skills, and they thought that additional guidance in this area would have improved the class. Students also thought the course could have benefitted from better guidance for homework assignments. Students thought it would be valuable for potential future participants to know that prior experience with programming in Python was especially useful for this class.

EN.540.415.01

Interfacial Science with Applications to Nanoscale Systems

Joelle Frechette

Overall quality of the class: 4.45

Summary:

CHEMICAL AND BIOMOLECULAR ENGINEERING

Students praised the effective teaching of the instructor for this course. Students discovered that one of the weakest elements of the course was the textbook, which they thought could have been more comprehensive. Students thought that the course could have been improved with a larger number of homework assignments to develop mastery of the material. Students thought it was useful for people thinking about taking this class to know that it featured a challenging workload.

EN.540.418.01

Projects in the Design of a Chemical Car

Lise Dahuron

Overall quality of the class: 4.74

Summary:

Students were enthusiastic about the hands-on experience they gained while working in group projects for this course. Students also appreciated the independence they were given in pursuing their projects. Students thought there wasn't much that was lacking about this course, except some thought there was a lack of structure. In turn, they thought better structure might improve the course by helping students more effectively organize their work. Students thought it was useful for potential participants to know that this course could be a valuable experience for students from all engineering disciplines, not just chemical and biomolecular engineering.

EN.540.422.01

Introduction to Polymeric Materials

Honggang Cui

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.540.428.01

Supramolecular Materials and Nanomedicine

Honggang Cui

Overall quality of the class: 4.25

This class had 5 or fewer comments.

EN.540.490.01

Chemical Laboratory Safety

Lise Dahuron, Daniel Kuespert

Overall quality of the class: 3.18

Summary:

Students discovered that the best aspect of this course was the effective teaching of the instructors and the thorough introduction to the subject matter the class provided. They thought the biggest drawback of the course was that the material covered in lectures seemed repetitive at times. Students felt the course could be improved with greater interactivity. Some students also thought that some class

CHEMICAL AND BIOMOLECULAR ENGINEERING

sessions might benefit from being conducted in laboratory spaces. Students thought that it was useful for others thinking about taking this course that it requires a manageable, but not overwhelming amount of work.

EN.540.622.01

Introduction to Polymeric Materials

Honggang Cui

Overall quality of the class: 4.00

Summary:

Students were the most enthusiastic in their comments about the helpful instructor and the outside professional experience they brought to their teaching in the class. Students found that the biggest drawback for the class was the long time for class sessions, which made it difficult to digest the course material covered. Students thought the class could be improved with more available practice problems to review topics. Students felt it was useful for potential participants to know that a knowledge of organic chemistry was valuable for this course.

EN.540.628.01

Supramolecular Materials and Nanomedicine

Honggang Cui

Overall quality of the class: 4.67

Summary:

Students enjoyed the effective teaching and interesting material for this course. They were least enthusiastic about having their final papers graded by their fellow students and believed they could have received better feedback from the instructor. Students thought the course could have been improved with greater interactivity in class sessions. Some students also thought the course could have benefitted with the addition of weekly homework assignments. Students felt it was valuable for potential participants to know that completing reading material for the course was important to succeeding in this class.

EN.540.630.01

Thermodynamics, Statistical Mechanics, and Kinetics

Chao Wang

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.540.652.01

Advanced Transport Phenomena

Zachary Gagnon

Overall quality of the class: 4.24

Summary:

CHEMICAL AND BIOMOLECULAR ENGINEERING

Students focused their praise on the enthusiastic and effective instructor for this challenging course. They were the most critical of the midterm which they found was too long for the time allotted. Some students believed that the course could benefit from a slower pace or limiting the breadth of topics covered in the class. Those thinking about taking this class should know that students found that taking the undergraduate transport course prior to taking this course better prepared them for it.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
CHEMISTRY DEPARTMENT**

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- 4-Good
- 5-Excellent

**AS.030.101.01
Introductory Chemistry I
David Goldberg**

Overall quality of the class: 3.58

Summary:

Students praised this course for covering an interesting topic and serving as a good introduction to or review of basic principles in chemistry. Issues with the course varied widely. Many students disliked the course’s huge class size which made it hard to interact with the instructor and feel engaged in the course. Students also found that the professor seemed to rush through presentations and did not post his lecture slides which made students feel lost. Suggestions for improvement varied as well. Many students wanted copies of the instructor’s PowerPoint slides to be posted online as well as study guides so they could better prepare for exams. Students similarly wished that the class size of this large lecture style course be shrunk in order to allow for more individual help and student-instructor interaction. Prospective students should know that this course is taught in a large-lecture style format and while challenging, students can succeed if they are willing to learn on their own.

**AS.030.101.02
Introductory Chemistry I
Sunita Thyagarajan**

Overall quality of the class: 3.31

Summary:

Students broadly praised this course for introducing students to interesting concepts and theory in chemistry and for having a professor who provided students with copies of lecture slides online so they could study them outside class. Students had various issues with the course ranging from the difficulty of the subject matter to complaints that the instructor seemed to rush through lectures which resulted in students getting lost. Suggestions for improvement varied; some students requested that the instructor slow down and provide more feedback to students in class and on exams. Prospective students should know that this course was challenging and, while not required, some experience with basic chemistry was helpful for succeeding in the course.

CHEMISTRY

AS.030.103.01-03

Applied Chemical Equilibrium and Reactivity w/lab

Jane Greco

Overall quality of the class: 3.43

Students broadly praised this course for having an engaging and supportive instructor who was willing to help students both in class and during office hours. Perceived issues with the course varied greatly with multiple students feeling the exams were significantly harder than practice problems or homework problems. Suggestions for improvement varied with multiple students finding the group homework assignments unhelpful and asking that either the amount of homework be decreased or that the course switch to individual assignments. Prospective students should know that students should have a basic understanding of chemistry and how to perform lab experiments in order to succeed in the course.

AS.030.105.01-06

Introductory Chemistry Lab I

Louise Pasternack

Overall quality of the class: 3.18

Summary:

Students broadly praised the course for featuring interesting laboratory experiments that gave students hands-on experience. Perceived issues with the course varied, however many students described the course as unfairly stressful and time intensive for a one-credit class. Suggestions for improvement varied with some students requesting a significant decrease in the course's workload while other students said they asked for more support and instruction on how best to complete experiments and figure and do post-lab reports. Prospective students should know that students described this lab-focused course as time intensive and that success required students to be precise in their lab reports and pay attention to details.

AS.030.112.01

Chemistry with Problem Solving I

Eric Hill

Overall quality of the class: 4.82

Summary:

Students praised this course for providing a great way to reinforce concepts students were learning in chemistry. In particular, students praised this course for providing an intimate space where students could explore concepts. Perceived issues with the course were few though some student felt the course was either too long or too short. Suggestions for improvement varied as well, with some students requesting the course meet for longer sessions while others wanted to see the course cover more problems of greater difficulty. Prospective students should know that the course is geared to those who have a limited background in chemistry or want more support while studying chemistry.

AS.030.173.01

Powering Tomorrow: The Chemistry Behind Alternative Energy

Clarence Rolle

CHEMISTRY

Overall quality of the class: 3.75

This class had 5 or fewer comments.

AS.030.205.01
Organic Chemistry I
Marc Greenberg

Overall quality of the class: 3.57

Summary:

Students complimented this course for its interesting subject and for a professor who was both engaging with such a large class and made an effort to get to know students individually. Complaints about the course largely focused on the subject matter being challenging to master. Students felt success in the course relied heavily on memorization and self-teaching outside of class. Students' suggestions for improving the course largely centered on a desire that students' grades in the course be based on more than their performance on a few exams. Students thought additional quizzes and homework would be helpful in giving students more opportunities to show their abilities. Prospective students should know that students found the course to be challenging and recommended students be prepared to both attend lectures and study independently.

AS.030.205.02
Organic Chemistry I
Craig Townsend

Overall quality of the class: 3.24

Summary:

Students praised this course for both being challenging and for covering interesting subject matter. Many students complained the course was extremely difficult and required students to spend a significant amount of time studying outside of class in order to be successful in the course. Suggestions for improvement varied. Many felt there was a disconnect between what students learned in the textbook, lectures and in other assignments versus what they were tested on. Prospective students should know that they need to be self-reliant and willing to study and learn on their own in order to succeed in this course.

AS.030.205.03
Organic Chemistry I
Christopher Falzone

Overall quality of the class: 4.11

Summary:

Students praised this course for having an engaging instructor who, through lectures, help sessions and office hours, provided students many resources to succeed. Students also found the course's subject matter to be compelling and interesting. Students found that the course was difficult and that there was a disconnect between what students were taught in lectures and what they were tested on. Suggestions

CHEMISTRY

for improvement varied with multiple students requesting more example problems or other questions to aid them in preparing for exams. Prospective students should know that a background in chemistry is essential to success in this course and students will need to prepare outside of class to do well.

AS.030.225.01-05

Introductory Organic Chemistry Lab

Larissa D'Souza

Overall quality of the class: 3.46

Summary:

Students broadly complimented this course for having interesting hands-on labs that offered students an opportunity to learn chemistry by doing experiments. Perceived issues with the course varied with multiple students feeling the course created a high-pressure environment and that they were held to lofty standards. Suggestions for improvement included reducing the course's emphasis on memorization particularly when it comes to testing. Prospective students should know that success in the course requires students to devote a large amount of time to studying outside of class sessions.

AS.030.227.01-02

Chemical Chirality: An Introduction in Organic Chem. Lab, Techniques

Eric Hill

Overall quality of the class: 4.80

Summary:

Students broadly praised this course for having an enthusiastic instructor and a small class size that made learning more intimate. Perceived issues with the course were few, though some students felt the labs could be time consuming. Suggestions for improvement were also few, though some students asked for greater clarity on what was expected of them. Prospective students should know that students found that a general knowledge of chemistry is helpful and that while the course does require dedication, it is rewarding.

AS.030.270.01

Metals & Their Impact on Industry, Drug Development and Society

Evan Joslin

Overall quality of the class: 3.80

This class had 5 or fewer comments.

AS.030.305.01-02

Physical Chemistry Instrumentation Laboratory I

Arthur Bragg

Overall quality of the class: 2.59

Summary:

CHEMISTRY

Students agreed that most of the labs were interesting and they were presented with new concepts that held their interest. The teacher and teaching assistants were friendly and helpful. The workload for the course is widely cited as the worst aspect. Many agreed that the course should be split in two or offered as eight credits. Better and timelier feedback, a lower workload, and an updated textbook were suggested improvements to this course. Prospective students should be prepared for a very high workload, should have some background knowledge in statistics and avoid procrastinating on the lab reports.

AS.030.307.01

Physical Chemistry Instrumentation Laboratory III

D. Fairbrother

Overall quality of the class: 2.86

Summary:

The instrumentation used for labs and the experiments were the best aspects of the course. Also, a broad spectrum of topics was covered. However, the workload did become burdensome and many students did not think the method for turning in and receiving work was efficient. More consistency in the grading and faster feedback were cited as some possible improvements to the course. Prospective students should be prepared for a high workload and should have a strong grasp of general and organic chemistry.

AS.030.315.01

Biochemistry I

Patrick Fleming

Overall quality of the class: 4.57

Summary:

Highlights from this course included the interesting and engaging material, thorough lecture notes provided by the teacher and in-depth lectures and labs. The worst aspects of the course included the computer labs that tended to run over schedule and the lack of cumulative tests. More cumulative reviews or tests along with shorter computer labs were suggested ways to improve the course. Overall, prospective students should know this course was highly recommended to both chemistry and biology majors.

AS.030.356.01-02

Advanced Inorganic Lab

Justine Roth

Overall quality of the class: 2.60

Summary:

High marks were given to the teaching assistants in this course along with the new lab techniques covered in this course. However, labs tended to run well over the scheduled time, grading was inconsistent, and there was a sense of disorganization and poor communication between the teaching assistant and the instructor. Better structure, organization, and communication regarding expectations would improve this course, as would experiments that are modified to fit the allotted time frame.

CHEMISTRY

Prospective students should know that the course may tend to run late and can be very difficult, but the instructor is willing to explain difficult concepts outside of class.

AS.030.370.01-02

Physical Chemistry I with Biophysical Applications

Doug Barrick

Overall quality of the class: 4.20

Summary:

The instructor in this course was given near-unanimous praise by the students. Many said that he made the material more engaging, interesting and fun. Despite this, the work was still difficult and there is a good deal of homework. Some students thought they should be given some instruction on computer programs like Mathematica. Other suggestions for improving the course included giving fewer problem sets, coding cheat sheets and making biochemistry a pre-requisite. Prospective students should have a strong understanding of calculus III and be ready for a good deal of work. Students highly recommended the instructor.

AS.030.441.01

Spectroscopic Methods of Organic Structure Determination

Christopher Falzone

Overall quality of the class: 4.54

Summary:

The instructor's engaging and passionate teaching style was the highest ranked aspect of this course. Additionally, many students gave high marks to the amount of material covered over the semester and the chance to work on problem sets during class. The conceptual nature of the material received low marks from many students. Some recommendations for improvement included adding practice problems with solutions and including examples of more practical applications. Prospective students should take the course with this instructor as he was highly recommended. The material was difficult but interesting and enjoyable, students said.

AS.030.449.01

Chemistry of Inorganic Compounds

Justine Roth

Overall quality of the class: 3.25

This class had 5 or fewer comments.

AS.030.452.01

Materials & Surface

D Fairbrother

Overall quality of the class: 4.40

CHEMISTRY

Summary:

Interesting topics, real world applications, and introductions to the various instruments available for surface analysis were some of the highlights from this course. Many students thought the instructor was engaging and had firsthand knowledge of the instruments available on campus. The grading seemed ambiguous and there were no solutions provided for the homework, making studying for the final exam difficult. Giving more graded assignments over the semester was commonly suggested as an improvement to the course. Prospective students should know that this course gave students a thorough overview of the subject, but grading was ambiguous. Also, there were not many graded assignments which gave each one more weight. The instructor was highly recommended.

AS.030.453.01

Intermediate Quantum Chemistry

Harris Silverstone

Overall quality of the class: 4.75

This class had 5 or fewer comments.

AS.030.472.01

Advanced Inorganic & Organometallic Reactions Mechanisms

Evan Joslin

Overall quality of the class: 4.15

Summary:

The best aspects of the course included the wide range of material covered, the availability of the instructor, and the fair amount of homework. The lack of one textbook was noted as one of the negative aspects of the course, along with the lack of lecture notes. Additional practice problems, one textbook, and more time spent on reactions were recommended improvements to the course. Prospective students will find it helpful to have a background in spectroscopy as well as organic and inorganic chemistry. They should also know the course was challenging but worth the effort.

AS.030.505.01

Independent Research in Organic Chemistry I

Thomas Lectka

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.030.613.01

Chemistry-Biology Interface Program Forum I

Steven Rokita

Overall quality of the class: 4.38

Summary:

CHEMISTRY

The highlights of this course included the variety of topics covered, the professional development portion, and getting time to connect with other students and find out what research is going on around campus. There were also snacks, which was a plus. Low faculty turnout was the lowest rated aspect of the course, along with the shifting location. Suggested improvements included having more speakers each week, perhaps from outside Hopkins, as well as providing additional snack options. Prospective students should know this was an enjoyable class and gives students an opportunity to connect to other students in the major.

AS.030.619.01
Chemical Biology I
Steven Rokita

Overall quality of the class: 4.80

This class had 5 or fewer comments.

AS.030.621.01
Literature-Organic Chemistry
John Tovar

Overall quality of the class: 4.13

This class had 5 or fewer comments.

AS.030.625.01
Advanced Mechanistic Organic Chemistry I
John Tovar

Overall quality of the class: 3.92

Summary:

The best aspects of this course included the problem sets and the new perspective provided on organic chemistry. Many students found that the problem sets gave a better understanding of the topic. Though the instructor was knowledgeable, the lectures were given a low rating due to poor organization and bad handwriting. Some suggestions for improving the course included slower lectures with better notes and more examples of the concepts discussed in class. Prospective students should have a good understanding of physical chemistry and be sure to read the textbook.

AS.030.677.01
Advanced Organic Synthesis I
Rebekka Klausen

Overall quality of the class: 4.62

Summary:

The highest rated aspects of this course included the range of materials covered, the useful problem sets, and the structure and organization of the course overall. The long morning lectures and difficulty of the material were given the lowest rating for the course. Additionally, some students found the pace of

CHEMISTRY

the course to be overwhelming. Suggested improvements to the course included more reaction mechanisms and conditions and fewer homework sets, students said. Prospective students should know that the material is difficult, but the workload is manageable and the instructor makes herself available for assistance throughout the semester.

AS.030.693.01

Methods in Time-Resolved Spectroscopy

Arthur Bragg

Overall quality of the class: 4.20

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
CIVIL ENGINEERING DEPARTMENT**

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.560.101.01
Freshman Experience in Civil Engineering
Rachel Sangree**

Overall quality of the class: 4.60

Summary:

Students praised this course for its small size which allowed for a good deal of interaction between students and the instructor. In addition, students enjoyed the hands on aspects of this course which students felt gave them a good introduction to civil engineering. Students found few issues with this course although a couple students found the required sketches to be troublesome. Suggestions for improvement were similarly few as students said they enjoyed the class. Some students wished the course had more projects or hands-on activities. Prospective students should know that students thought the course was a fun and interesting introduction to civil engineering that had a manageable workload.

**EN.560.201.01-05
Statics & Mechanics of Materials
Rachel Sangree**

Overall quality of the class: 3.28

Summary:

Students praised this course for covering interesting material and having compelling labs. Perceived issues with the course varied; multiple students didn't care for the instructor's lecture style with students saying that classes could be dry or boring. Other students disliked that they didn't get feedback. Suggestions for improvement included a general belief that the instructor should make the lectures more interactive. Prospective students should know that students found that the course was interesting for students who enjoy problem solving and physics. In addition, students found that the textbook was as helpful as the lectures.

**EN.560.220.01
Civil Engineering Analysis**

CIVIL ENGINEERING

Judith Mitrani-Reiser

Overall quality of the class: 3.91

Summary:

Students offered a variety of positive comments on this course with most complimenting the course for teaching them useful computer skills and others praising the instructor for fostering an interactive atmosphere. Perceived issues with the course varied greatly; while some students found the course's workload quite manageable, other students thought some assignments could take a great deal of time to complete. Other students felt that it took far too long to get feedback on assignments. Many students thought the course could be improved by focusing more on giving students a solid foundation in programming skills and in particular helping them know how to manage MATLAB. Prospective students should know that students found the course had a decent amount of work and that the course could be challenging for those who didn't have a background in coding.

EN.560.305.01

Soil Mechanics

Lucas de Melo

Overall quality of the class: 3.59

Summary:

Students broadly praised this course's instructor for being personable, passionate and knowledgeable. Students also appreciated the hands-on experience of drilling for their own soil samples. Perceived issues with the course varied; some students found the instructor's teaching style disorganized which made it hard to follow key concepts. Suggestions for improvement largely centered on a desire to see more structure imposed by the instructor on the course, with several students asking that the PowerPoint lecture slides be reformulated so they're easier to follow while other students requested lecture notes. Prospective students should know that students found the course had a likeable instructor; however, students found it important to read the textbook as important information was covered in it.

EN.560.320.01

Structural Design I

Rachel Sangree

Overall quality of the class: 4.33

Summary:

Students praised this course for having an accomplished instructor who taught in a clear and organized way and wanted students to grasp concepts. Perceived issues largely focused on a belief that the course's assigned exams were unfairly hard. Suggestion to improve the course varied. Some students wished the course would be split into two new courses with one focusing on steel and another focusing on concrete rather than challenging students to master both in one class. Other students wished the course included weekly quizzes to help make sure students were staying on top of the reading. Prospective students should know that students found the course to be challenging and time consuming but noted that the instructor was open to offering students help.

CIVIL ENGINEERING

EN.560.445.01

Advanced Structural Analysis

James Guest

Overall quality of the class: 4.20

Summary:

Students praised this course for having an instructor who gave clear in-class explanations of key concepts. Perceived issues with the course included a belief that homework and problem sets in the course could be unnecessarily time consuming and eat up time. Suggestions for improvement of the course similarly focused on the amount of homework as students felt the course could be improved by cutting down the number of assignments. Prospective students should know that students found the course challenging and the homework time consuming. Students also believed that students needed to have a solid background in MATLAB and in solid mechanics in order to be successful in the course.

EN.560.451.01

Civil Engineering Design

John Matteo

Overall quality of the class: 4.50

Summary:

Students praised this course for including a variety of hands on learning with students in particular praising the three day field trip students took. Perceived issues with the course were few, although a few students wished that instead of meeting once a week for two hours students would meet twice a week for a shorter period. Suggestions for improvement were few as most students were happy with the course although, one student wished the class field trip would examine a current problem that is being solved by civil engineering. Prospective students should know that students found the course was the capstone to their experiences and studies in civil engineering. Also, students found it important to have a good foundation in structural and foundations design in order to be successful in the course.

EN.560.602.01

GPU Programming for Engineers

Robert Dalrymple

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.560.604.01

Solid Mechanics for Structures

Lori Graham-Brady

Overall quality of the class: 4.50

Summary:

Students praised this course for having an instructor who was a skilled lecturer able to eloquently explain concepts. Perceived issues with the course included a belief that the course went over too many

CIVIL ENGINEERING

formula derivations and that they took up too much time. Suggestions for improvement included a desire by some to have additional ways to test their knowledge either by having in-class exercises or being given practice tests and finals. Prospective students should know that students found that the course was a bit dry but had an exceptional instructor.

EN.560.618.01

Probabilistic Methods in Civil Engineering and Mechanics

Michael Shields

Overall quality of the class: 3.93

Summary:

Students praised this class for provided a 'crash course' in probability theory and advanced probability topics. Perceived issues with the course varied and included a belief that students weren't provided enough example calculations which made it hard for students to master topics that were explained during lectures. Suggestions for improvement largely consisted of requests for students to be given additional example problems and short homework assignments so that they could better master the material. Prospective students should know that students found that the course was challenging and math intensive. Student also found that having a background in probability theory was helpful for success in the course.

EN.560.630.01

Structural Dynamics

Judith Mitrani-Reiser

Overall quality of the class: 4.75

Summary:

Students in this interactive class praised it for being a challenging course with an instructor who was eager and willing to help students understand the course material. Perceived issues in the course included a belief that the homework load in the course could be somewhat heavy. Suggestions for improvement included a request from multiple students that the instructor spend additional time going over homework problems and example problems in order to makes sure students understood the solutions.

EN.560.642.01

Systems Modeling and Simulation

Takeru Igusa

Overall quality of the class: 4.17

Summary:

Students praised this course for giving them hands-on experience working with programming in this open-ended course. Perceived issues with the course were few, although some students thought that since the course was driven by students' needs and desires that the course could at times seem to lack structure. Suggestions for improvement included a belief that the course could be improved by challenging students with more exercises and more coding lessons. Prospective students should know

CIVIL ENGINEERING

that students found the course involved a good deal of hands-on work and required them to have a background in programming.

EN.560.660.01

Modeling Complex Systems Colloquium

Lori Graham-Brady

Overall quality of the class: 4.0

This class had 5 or fewer comments.

EN.560.724.01

Cold-Formed Steel Structures

Benjamin Schafer

Overall quality of the class: 4.29

This class had 5 or fewer comments.

EN.560.770.01

Advanced Finite Element Methods and Multi-Scale Methods

Somnath Ghosh

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
CLASSICS DEPARTMENT**

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.040.103.01-02
The Roman Empire
Matthew Roller**

Overall quality of the class: 4.50

Summary:

The professor’s engaging and passionate teaching style was highly rated as a favorite among the students. Additionally, the use of primary sources and the range and depth of material covered made this course interesting and enjoyable. Low marks were given to the amount of reading, the low participation during discussion, and the emphasis on the beginning of the empire rather than the end. A better pace to the course was one suggested improvement, along with fewer readings and more time for lecture. Prospective students should know that the course didn’t require students to have a background in Roman history and that the course was thoroughly enjoyable. The professor was highly recommended.

**AS.040.107.01
Elementary Latin
Adam Tabelaing**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

**AS.040.107.02
Elementary Latin
Michele Asuni**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

CLASSICS

AS.040.137.01

Freshman Seminar: Archaeology at the Crossroads: The Ancient Eastern Mediterranean Emily Anderson

Overall quality of the class: 5.00

Summary:

Students highly rated this course for having interesting material, allowing students to work with artifacts and for its small class size. Additionally, the professor was praised for her engaging and passionate teaching style. The lengthy class session and long readings were noted as negative aspects of the class. Breaking the class into two shorter sessions was a common suggestion for improvement. Prospective students should know there is a lot of reading for the course, but the course didn't presume students had prior knowledge. This was an enjoyable and interesting course and highly recommended.

AS.040.205.01

Intermediate Ancient Greek Dimitrios Yatromanolakis

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.040.207.011

Intermediate Latin Nicholas Kauffman

Overall quality of the class: 4.50

Summary:

The high points of this course included the enthusiastic teaching style of the professor, the integration of technology into the class, and the relevance of the homework. Though the homework was useful, the amount of homework and time needed to complete it was cited far and away as the most negative aspect of the course. Many students also thought the assumption of prior knowledge was difficult to ignore. The most frequent suggestion for improving the course was a more reasonable amount of homework, or at least a better distribution of due dates over the week. Prospective students should review syntax and grammar prior to the start of the semester, and be prepared for the high workload.

AS.040.235.01

Past is Present : Cultural Heritage and Global Interactions Emily Anderson

Overall quality of the class: 4.31

Summary:

This course is highlighted by a passionate and knowledgeable professor, interesting range of material, and field trips to museums. The course is split between lecture and discussion and because of the small

CLASSICS

class size many students found this suited the material quite well. The heavy reading and occasionally dry material was given the lowest score for this course. Area for improvement included more time for discussions in class and fewer readings. Prospective students should be aware that this course requires a lot of reading, but the material was interesting and the course was worth taking.

AS.040.308.01

Advanced Latin Poetry

Maren Mueller

Overall quality of the class: 4.86

Summary:

The small class size, engaging material, and fantastic professor were all highlights of this course. Many students came into the class with an expectation that it would be informative and interesting and they were not disappointed. At times the translations went slowly, and there was an emphasis on literal translation over thematic translation. More analysis and interpretive translations were both suggested improvements to the class. Prospective students should have a firm grasp on Latin, know their grammar, and enjoy the poet Horace. This professor is highly recommended.

AS.040.369.01

The Battle for the 5th Century BC: Athens, Persia, Sparta

Jessica Lamont

Overall quality of the class: 4.93

Summary:

The best aspects from this course included the variety of primary source material, the large amount of information covered without a horrible workload, and the passionate and knowledgeable professor. Many students found the off-the-cuff side notes from the professor were a highlight that showed off her range of knowledge on the subject. Some readings were lengthy, and at times the names and places were difficult to keep straight. Possible improvements to the course were centered on cutting out some of the primary sources in favor of secondary and more modern sources. Prospective students should know that this was a great class for Classics majors and those looking for distribution credits.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
COGNITIVE SCIENCE DEPARTMENT**

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.050.101.01

Cognition

Paul Smolensky

Overall quality of the class: 3.02

Summary:

The highlights of this course included the fascinating material, interactive lectures, ample opportunity for extra credit and a passionate and knowledgeable instructor. Many students made particular note of the instructor’s willingness to seek out feedback from the class and make changes based on that feedback. Many students pointed out that although the instructor is renowned in his field, he did not seem very well suited to teaching an introductory course. The workload and level of assumed prior knowledge were both cited as the worst aspects of the course. Suggested improvements to the course included lowering the workload, timely feedback on tests and assignments and more focus on the introductory information. Prospective students should be interested in cognitive science and be prepared for a high work load.

AS.050.105.01

Intro to Cognitive Neuropsychology

Michael McCloskey

Overall quality of the class: 4.36

Summary:

The best aspects of this course included the fascinating material, manageable workload and the lecture style of the instructor, students said. High praise was given for the instructor’s ability to keep a large lecture class engaging and interesting. Repetitive lectures and difficult information were cited as the worst aspects of the course. More interactive activities, more explicit expectations for homework, and a faster pace were some suggestions for improvement. Prospective students should know that the course work is interesting and challenging, the workload is manageable, and there are opportunities to visit the instructor’s brain lab.

AS.050.128.01-02

COGNITIVE SCIENCE

Born to Talk : Language in the Human Mind **Shevaun Lewis**

Overall quality of the class: 3.86

Summary:

The highest praise was given to the interesting material presented, the engaging nature of the class and the manageable workload. Many students made note of the emphasis placed on overall understanding of the information over technical knowledge. The length of class time and the amount of reading were cited as the worst aspects of the class. Suggestions for improvement included splitting the class into two sessions and providing feedback to homework faster. Prospective students should know that the material is interesting, although it focused more on linguistics than cognitive science.

AS.050.206.01 **Bilingualism** **Julia Yarmolinskaya**

Overall quality of the class: 4.10

Summary:

An enthusiastic instructor, fascinating material, and a well-organized curriculum were highlights of this course. Students also praised the course for having an instructor who took time to explain difficult concepts during lectures. However, the three hour, once a week meeting time was widely cited as the worst aspect of the course. As such, many suggestions for improving the course centered on changing the meeting time or splitting the class into twice weekly meetings. Prospective students should know that prior knowledge of linguistics and cognitive science is helpful.

AS.050.240.01 **World of Language** **Geraldine Legendre**

Overall quality of the class: 4.13

Summary:

The fieldwork component and the fascinating subject matter for this course were both highly praised by students. Many thought this course gave students a unique opportunity to study languages they would not have otherwise given much thought to. However, the course's high workload and policy against group work were commonly mentioned as the worst aspects of this course. A more comprehensive textbook, lower workload and more handouts with background information were suggestions to improve the course. Prospective students should know that students found it important to have a background in linguistics.

AS.050.317.01 **Semantics I** **Kyle Rawlins**

Overall quality of the class: 4.00

COGNITIVE SCIENCE

Summary:

Engaging material, class discussions, and the course's intellectual challenge were some of the best aspects of this course. Students also praised this course for having a knowledgeable and approachable instructor. Some students found the course much more difficult than expected, and thought explanations were more complicated than necessary. Additional supplementary material and a better connection between the readings and lectures were suggestions for improvement. Prospective students should know this course includes graduate and undergraduate students and was quite difficult for undergraduates. Having a background in syntax and set theory was helpful.

AS.050.371.01

Bayesian Inference

Colin Wilson

Overall quality of the class: 4.50

Summary:

High praise was given to the instructor's ability to make difficult statistical concepts clear and understandable as well as for the course's insightful and engaging lectures and class discussions. Students also praised the course for having an approachable instructor who was committed to insuring students succeeded. Criticism was focused on the lengthy homework and difficulty of the material for those without much coding background. Suggestions for improving the class included going over the problems sets and a desire for the course to have a lab section in which students could review programming principles. Prospective students should know that although there are no pre-requisites, having a strong grasp of statistics and some programming experience was helpful. The instructor and course were highly recommended.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
COMPUTER SCIENCE DEPARTMENT**

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.600.104.01-02
Computer Ethics
Sheela Kosaraju**

Overall quality of the class: 3.89

Summary:

Students enjoyed the discussion-oriented nature of this class as well as the opportunity to debate issues it covered. Some students thought that the weakest element of this class was its loose structure. They believed that the course could be improved with more engaging reading assignments. The also thought the course could benefit from dedicating some class time to more extensive review of the readings by the instructor. Students thought it was important for potential participants in this course to know that classroom participation was important to being successful in this class.

**EN.600.105.01
M&Ms: Freshman Experience
Gregory Hager, Joanne Selinski**

Overall quality of the class: 3.37

Summary:

Students appreciated the opportunity to learn about the broad history of computing offered in this course. They also enjoyed the course’s breakout sessions where they were able to learn about diverse topics in computer science lead by a variety of professors. Students felt the weakest aspect of the course was the lack of more substantial discussion in the classes and that the course could have benefitted from greater interactivity in the lecture portions of the course. Students thought it was important for those considering this class to know that it had a relatively light workload and that the class was suited primarily to those certain on majoring in the subject.

**EN.600.107.01
Introductory Programming in Java
Sara More**

COMPUTER SCIENCE

Overall quality of the class: 3.72

Summary:

Students lauded the usefulness of the homework assignments in this course that they believed gave them an effective introduction to programming. They believed that the weakest point of the course were the lectures which they thought could be more engaging and interactive. Students also thought that the workload of assignments was weighted too heavily towards the end of the course, and that the course could have benefitted by more evenly distributing the difficulty of assignments over the duration of the class. Most students felt prospective participants should know that while the course was manageable for those without any programming experience, some previous knowledge could be helpful.

EN.600.108.01-03

Introduction to Programming Lab

Sara More

Overall quality of the class: 3.95

Summary:

Students liked the way this class provided hands-on experience and effectively supported the material being taught in the introductory programming course. They thought the weakest aspect of this course was the lengthy time of some laboratory sessions. Students also disliked that they were not allowed to choose partners for the lab activities. Students felt the course could benefit from more detailed guidelines for the activities. They thought that people considering this class should know that the course was helpful for students who are entirely new to or just beginning to learn programming.

EN.600.108.04

Introduction to Programming Lab

Peter Froehlich

Overall quality of the class: 4.05

Summary:

Students appreciated that this course provided an opportunity both to gain greater programming experience as well as receive additional support on the lab's corresponding introductory course. They thought that this course's greatest drawback was the long time span of class sessions. Students felt the class could be improved with better preparatory materials being provided to the assistants guiding the activities. They also thought that people thinking about taking this class should know that this course was definitely helpful as a supplement to the corresponding introductory programming course.

EN.600.112.01

Introductory Programming for Scientists and Engineers

Peter Froehlich

Overall quality of the class: 3.66

Summary:

COMPUTER SCIENCE

Students found that the best aspect of this course was the interesting homework assignments that helped provide a solid introduction to computer programming. However, many students thought that the course's greatest weakness was that some of the assignments were too challenging for those new to programming. Students felt the course could benefit from better guidance and feedback for homework assignments. They also thought it was important for potential participants to know that they might find it useful to have some experience with programming in Python before taking this course.

EN.600.120.01

Intermediate Programming

Joanne Selinski

Overall quality of the class: 3.97

Summary:

Students found that this course provided a solid introduction to programming in C/C++. They also believed that homework assignments for the course were both interesting and challenging, although they also thought that the course's greatest drawback was the length of time required to complete assignments. Students felt that the course could be improved with better guidance for assignments as well as feedback. Students emphasized that people considering taking this class should know that it requires a substantial amount of work time outside of class to complete assignments.

EN.600.120.02

Intermediate Programming

Scott Smith

Overall quality of the class: 3.52

Summary:

Students thought that this course provided a comprehensive and challenging introduction to programming in C/C++. They believed that the course's greatest drawback was that lectures did not always seem sufficient in explaining concept needed to complete homework assignments. Students also thought the course could be improved by making lectures more interactive or activity-oriented. They felt that people considering taking this class should know that it requires a large time commitment outside of classes.

EN.600.120.03

Intermediate Programming

Joanne Selinski, Adam Teichert

Overall quality of the class: 3.81

Summary:

Students taking this course thought that the course provided a useful introduction to C/C+. They also thought that the instructors did a good job of making the course both fun and challenging. Students believed the biggest weakness of this class were the lengthy homework assignments. They felt the course could have been improved by having more structured and focused lectures. Students also thought it was important for others who may be considering taking this class to know that the course requires a substantial time commitment.

COMPUTER SCIENCE

EN.600.120.04

Intermediate Programming

Joanne Selinski

Overall quality of the class: 4.30

Summary:

Students appreciated that this course was able to cover a large amount of material in an understandable way in a single semester. Students thought the course's greatest weakness was that the course seemed to have an unbalanced amount of detailed instruction and work over the course of the semester. They also thought it was valuable for prospective participants to know that this course could be very challenging with little or no previous programming experience.

EN.600.226.01-02

Data Structures

Sara More

Overall quality of the class: 3.86

Summary:

Students enjoyed the interesting material covered in this class that they thought was taught by a helpful and approachable professor. Students thought the greatest drawback of the course were that lectures sometimes seemed disorganized and that homework assignments were not always well-aligned with the material being covered in lectures. They also thought the course could be improved with timelier grading of assignments. It was important for prospective participants to know that a solid background in java programming would be especially valuable for this course, students said.

EN.600.233.01-02

Computer System Fundamentals

Peter Froehlich

Overall quality of the class: 3.78

Summary:

Students appreciated that this course covered unique and useful material. They perceived that the weakest element of the course was the difficulty of exams. Some students also thought that the professor could have been more approachable. Students felt that the course could have been improved by a grading system for exams that better reflected their knowledge and performance in the class. In addition, they thought it was important for people considering this class to know that the course had a heavy emphasis on assembly languages.

EN.600.255.01-02

Introduction to Video Game Design

Peter Froehlich

Overall quality of the class: 3.89

COMPUTER SCIENCE

Summary:

Students appreciated the opportunity to work collaboratively on group projects with flexibility in choosing their focus. Students found that the lecture portions of the course were disorganized at times. Students also thought the course could be improved by having the topics covered in lectures be better aligned with the skills they were attempting to use in their projects. They felt that people considering taking this class should know that a background in the Python programming language would be useful. They also thought students with artistic or graphic design experience should consider taking this course.

EN.600.256.01-02

Introduction to Video Game Design Lab

Peter Froehlich

Overall quality of the class: 3.72

Summary:

Students thought it was useful that they were given focused time to work on projects in this course. Students also thought the weakest aspect of the course was the lack of structure. Some students believed the course could have benefitted from having specific exercises for some sessions. They thought it was important for potential participants for this course to know that the only grading criterion for this class was attendance at sessions, students said.

EN.600.315.01

Databases

David Yarowsky

Overall quality of the class: 3.09

Summary:

Students thought the best aspect of the class was the practical usefulness of the material taught in the class. Students thought that their least favorite aspect of the class was the lectures which they thought could have been more interactive. Students thought the course could have been improved by providing a larger number of smaller assignments that covered a larger variety of the topics taught in the class. Students thought it was useful for students thinking about enrolling in this class that there was little reading to do for the class.

EN.600.321.01

Object Oriented Software Engineering

Zachary Palmer

Overall quality of the class: 4.06

Summary:

Students thought their favorite aspect of this class was the opportunity to work creatively on a group project over the duration of the course. Students also appreciated the opportunity to learn design principles. Students found that the weakest aspect of the class was the homework assignments which they thought were not always relevant. They felt the course could be improved by focusing the workload more on the group projects and less on the homework assignments. Students thought it was

COMPUTER SCIENCE

valuable for potential participants to know that it was important to find group members that they felt comfortable working with and that the class required a substantial time commitment outside of class.

EN.600.337.01

Distributed Systems

Yair Amir

Overall quality of the class: 4.52

Summary:

Students thought the best aspects of this class were the effective teaching of the instructor and the relevance of the content of the course. They thought the worst aspect of the class was the heavy workload. Students thought the course could have benefitted from a more even distribution of the workload over the duration of the class. Students also felt they could benefit from more time for the final project. They thought it was important for people considering taking this class that to know that the course required a substantial time commitment.

EN.600.357.01

Computer Graphics

Michael Kazhdan

Overall quality of the class: 4.44

Summary:

Students thought their favorite aspect of the class was the helpful instructor and the well-constructed homework assignments. They believed that the worst aspect of the course was the large workload. There was little that students thought could be improved about this course except for some additional guidance for assignments, especially at the beginning of the course. Students thought it was important for potential participants to know that there would be an emphasis on C++ programming in the course.

EN.600.363.01

Introduction to Algorithms

Michael Dinitz

Overall quality of the class: 4.09

Summary:

Students liked the way this course offered interesting and challenging material taught by an enthusiastic instructor. They believed that the course's worst aspect was the heavy workload. Students also felt daunted by the difficulty of the tests for the course. They thought the course could be improved with the availability of more practice problems or tests before exams. Students felt it was valuable for potential participants to know that the course requires a significant time commitment to complete assignments.

EN.600.415.01

Databases

David Yarowsky

COMPUTER SCIENCE

Overall quality of the class: 3.55

Summary:

Students thought the best aspect of this class was the applicability of the material, particularly the lessons and assignments on SQL. They perceived that the weakest aspect of the course was the large workload of homework assignments. Students believed that the course could be improved with better guidance for the final project. They also thought it was important for potential participants to know that they should be prepared for a significant time allotment for homework.

EN.600.421.01

Object Oriented Software Engineering

Zachary Palmer

Overall quality of the class: 4.31

Summary:

Students felt their favorite aspects of this course was the freedom they were given in how they pursued projects as well as the practical knowledge they gained in design and programming through that project. Students also appreciated the engaging teaching style of the instructor. They found that the least effective aspect of the class was the homework assignments which some thought were not useful exercises. Many students believed the course could be improved by decreasing the number of assignments to allow more time to work on projects. Students thought it was most important for future participants in this course to know that having experience programming in Java would be valuable.

EN.600.437.01

Distributed Systems

Yai Amir

Overall quality of the class: 4.85

Summary:

Students believed that the best aspect of this class was the intellectual challenge of the final projects. Students also appreciated the effective teaching by a passionate instructor. Students felt that the least favorable aspect of the class was the heaviness of the workload. Students thought the course could be improved by additional guidance for some assignments and more time provided to finish the final project. Students felt it was important for potential participants to know that having prior knowledge of C or C++ programming would be valuable for this course.

EN.600.439.01

Computational Genomics

Benjamin Langmead

Overall quality of the class: 4.56

Summary:

Students thought the best aspects of this class were the engaging lectures and the homework assignments which were interesting but manageable. Students believed that the worst aspect of the course was the final project, which many students found overwhelming. Students felt the course could

COMPUTER SCIENCE

be improved with better guidance for the final project. Students thought it would be useful for people thinking about taking the class that experience with the Python programming language would be helpful but biological knowledge was not necessary for the class.

EN.600.442.01

Modern Cryptography

Christopher Pappacena

Overall quality of the class: 4.64

Summary:

Students thought their favorite aspect of this class was the instructor's ability to communicate clearly and effectively. Students also enjoyed the simultaneously fun but challenging nature of the course. Students believed the biggest drawback of the class was the emphasis on mathematics. Students felt the course could be improved with a slower pace and with greater interaction in classes. They also believed it was important for potential participants to know that experience with mathematical proofs and cryptography would be useful for this course.

EN.600.443.01

Security & Privacy in Computing

Aviel Rubin

Overall quality of the class: 4.31

Summary:

Students were the most appreciative of the engaging teaching of the instructor and the coverage of a wide variety of topics for this course. They thought the worst aspect of the class was the semester-long project which they found was not well-organized. Students felt the course could be improved by having a final project that was more in tune with the course material. Students thought it was important for potential participants to know that a programming background was useful for this class.

EN.600.445.01

Computer Integrated Surgery I

Russell Taylor

Overall quality of the class: 4.00

Summary:

Students thought the best aspects of this course were the interesting guest lectures and the well-designed and useful project assignments. Students believed that the least favorable element of the course was the time commitment required for assignments. Some students also found that mathematical concepts were not explained well. Students felt that the course could be improved with a more even distribution of assignments over the span of the class. They also thought it was important for those considering taking this course to know that knowledge of linear algebra was valuable for this class.

EN.600.457.01

Computer Graphics

Michael Kazhdan

COMPUTER SCIENCE

Overall quality of the class: 4.56

Summary:

Students thought the most useful element of the course was the assignments which they thought were both interesting and helpful. Some students felt the worst aspect of the class was the difficulty they had in debugging their projects. Students thought the course could be best improved by redesigning the lectures so that they more clearly connected to the assignments and better defined the skills they needed to complete the projects. Students felt it was valuable for potential participants to know that a background in C++ programming was useful for this class. In addition, the course required a great deal of coding.

EN.600.460.01

Software Vulnerability Analysis

Stephen Checkoway

Overall quality of the class: 4.83

Summary:

Students thought the best aspect of this class was its effectiveness in teaching practical and useful concepts. They felt their least favorite aspect of the class was that some assignments were not as challenging as they had hoped. Some students also believed that there was a heavy workload for the class. Students thought the course could be best improved with improved feedback on assignments. Students felt it was most important for people thinking about taking this class to know that having some knowledge of C programming and assembly language were valuable for this course.

EN.600.461.01

Computer Vision

Rene Vidal

Overall quality of the class: 3.80

Summary:

Students thought the best aspect of this class was the interesting course material that was taught by a knowledgeable instructor. They thought biggest drawback of the course was that the material covered in lectures was not always useful to completing assignments. Some students also felt that the mathematical aspects of the class could have been explained more effectively. Students believed that the course could have been improved with a clearer grading scheme and tests that more effectively tested their ability to use rather than just recite the concepts they learned. They thought it was most valuable for students considering taking this course to know that some knowledge of linear algebra was important for success in the class.

EN.600.463.01

Algorithms 1

Michael Dinitz

Overall quality of the class: 4.00

COMPUTER SCIENCE

Summary:

Students believed that the most useful aspect of this course was the homework assignments which they thought were helpful in teaching the course material. They strongly disliked the lack of feedback on homework. Students thought the course could have benefited from a reduction in the time commitment required for homework assignments. They also thought the course could be improved by slowing the pace of lectures. Students felt it was important for potential participants to know that knowledge of data structure was valuable for this course.

EN.600.464.01

Randomized Algorithms Vladimir Braverman

Overall quality of the class: 4.56

This class had 5 or fewer comments.

EN.600.465.01

Natural Language Processing Jason Eisner

Overall quality of the class: 4.56

Summary:

Students thought the best aspect of this course was the effective teaching of the engaging instructor who taught a comprehensive introduction to the subject matter. Students expressed that their least favorite aspect of the course was the heavy workload of homework assignments. Some students thought the course could be improved by reducing the workload or by reducing the topics covered and even expanding the class to two semesters. They thought it was most important for others considering taking the class to know that the course required a substantial time commitment and that they should only take the class alongside classes with light workloads.

EN.600.471.01

Theory of Computation Xin Li

Overall quality of the class: 3.82

Summary:

Students appreciated that this course taught core theoretical concepts they believed were particularly important to understanding computer science. Students thought the biggest weakness of the class was the textbook for the course, which they found was not as useful as it could have been. Students also believed that lectures were hard to follow at times. Students felt that the course could benefit from the instructor using PowerPoint slides during lectures. They thought it was important for people considering taking this class to know that the course emphasized theoretical aspects of computer science.

EN.600.475.01

Introduction to Machine Learning Mark Dredze

COMPUTER SCIENCE

Overall quality of the class: 3.96

Summary:

Students thought the best aspect of this course was the instructor who they described as being both approachable and an effective teacher. While students believed that the programming assignments were useful exercises, students found that the weakest element of the class was the analytical portion of assignments which students thought didn't match well with the material being taught in lectures. Some students felt the course could be improved by covering a smaller number of topics so that what was taught could be explained in greater depth, as well as slowing the pace of the course. Students thought it was important for potential participants in the class to know that a strong math background as well as knowledge of Java programming were valuable for this class.

EN.600.479.01

Representation Learning

Raman Arora

Overall quality of the class: 4.20

This class had 5 or fewer comments.

EN.600.615.01

Big Data, Small Language, Scalable Systems

Yanif Ahmad

Overall quality of the class: 3.83

Summary:

Students praised this course for giving them the opportunity to work independently on projects. Most students disliked that the course seemed to lack structure and that there wasn't enough feedback on their work. Suggestions for improvement included a belief that students could use additional direction from the instructor and in particular, hands-on experience. In addition students suggested the course would benefit from clearer lectures in which each course built upon the next. Prospective students should know that students found that it was important to have some sort of background in 'big data' such as experience in distributed systems and parallel programming.

EN.600.624.01

Advanced Topics in Data-Intensive Computing

Randal Burns

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.600.639.01

Computational Genomics

Benjamin Langmead

COMPUTER SCIENCE

Overall quality of the class: 4.71

Summary:

Students broadly praised this course and its instructor, with one student describing it as the best computer science class at Johns Hopkins University. Students complimented the instructor for clearly explaining key concepts. Students had few issues with the course, although some students wished that the difficulty of the course, and in particular the homework, was increased. Other students found that when one fell behind it could be hard to catch up. Student broadly seemed to think the course could be improved if the instructor challenged students more; multiple students requested everything from additional homework assignments to a request for more challenging problems. Prospective students should know that students found this course to be a great mix of computer science and genomics. Also, having a good background in Python was necessary to succeed in the course.

EN.600.645.01

Computer Integrated Surgery I

Russell Taylor

Overall quality of the class: 4.38

This class had 5 or fewer comments.

EN.600.661.01

Computer Vision

Rene Vidal

Overall quality of the class: 4.29

Summary:

Students praised this course for serving as a good introduction to the compelling and challenging field of computer vision. Students were sharply divided on issues in the course. Multiple students thought the course expected students to have prerequisite knowledge which they lacked or weren't taught in the course. Other students found that grading was both inconsistent and unfairly harsh in the course. Students' suggestions to improve the course also varied greatly. Some students suggested that the graders shouldn't be as harsh and that grades should be returned more quickly. Other students suggested that the course would be improved if there was more structure and key topics were more clearly explained. Prospective students should know that students found that the course was math intensive and success depended on having a strong understanding of linear algebra.

EN.600.664.01

Randomized Algorithms

Vladimir Braverman

Overall quality of the class: 4.64

This class had 5 or fewer comments.

EN.600.679.01

Representation Learning

COMPUTER SCIENCE

Raman Arora

Overall quality of the class: 4.14

Summary:

Students praised this course for not only giving students an overview of a state-of-the-art field but also useful skills and algorithms. Students almost universally found that the course had an issue in attempting to cover far too much material. This led the course's pace to feel uneven as the course sped up to power through some content and spent too much time on other topics. Students thought the course could be improved if it had better structure with students in particular seeking a better distribution of work. Prospective student should know that students found it important to have a strong background in linear algebra, machine learning and optimization theory when taking this course.

EN.600.684.01

Medical Augmented Reality

Nassir Navab

Overall quality of the class: 4.44

This class had 5 or fewer comments.

EN.600.726.01

Selected Topics in Programming Languages

Scott Smith

Overall quality of the class: 4.67

This class had 5 or fewer comments.

EN.600.765.01

Selected Topics in Natural Language Processing

Jason Eisner

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.600.766.01

Selected Topics in Meaning, Translation and Generation of Text

Benjamin Van Durme

Overall quality of the class: 4.43

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
EARTH AND PLANETARY SCIENCES DEPARTMENT**

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

**Freshman Seminar: Conversations with the Earth
Amanda Charrier**

Overall quality of the class: 4.09

Summary:

This course was highlighted by the variety of material covered, the group discussions, hands-on demonstrations, and the engaging lecture style of the professor. Some students found the lack of exams led them to put little effort into learning the material, while others wanted more time for discussions. Suggestions to improve the course included giving time to revise the final paper and more interactive lectures. Prospective students should know that you don't need a science background to get a lot from this course. The workload was light and given the range of material covered there was something for everyone.

AS.270.103.01

**Introduction to Global Environmental Change
Peter Olson, Darryn Waugh**

Overall quality of the class: 3.40

Summary:

Students praised this introductory course which covered a wide range of topics for teaching interesting material and for having a moderate workload. Some of the negative aspects of the course included the dry lectures, quizzes that did not correspond to the material and the discrepancy between the ISIS description of the course and what was actually included. Many students found this course focused less on modern climate change issues and more on how the Earth was formed. Students thought the course would be improved if quiz questions were made to be more in-sync with lectures, if the lectures were made more engaging and if the course description was adjusted to better reflect course content. Prospective students should know that this course was not necessarily an easy A. Students also found that this course was appealing to those interested in earth science and overall the course was enjoyable and interesting.

EARTH AND PLANETARY SCIENCES

AS.270.116.01-02

Freshman Seminar: An Introduction to Climate Change

Valentina Aquila

Overall quality of the class: 3.92

Summary:

This course was praised for the interactive and interesting lectures, the small class style and the unbiased nature of the information presented. Many students gave the professor a high rating for her availability and knowledge of the subject. The difficulty of homework and pre-supposed familiarity of some scientific concepts were the low points of this course. A review of some math or science concepts at the start of the semester was a common suggestion for improvement, as well as making the group project into an individual project. Prospective students should know there was a certain level of scientific knowledge needed for this course, but it was interesting for those looking for a distribution credit in earth science.

AS.270.205.01

Introduction to Geographic Information Systems and Geospatial Analysis

Xin Chen

Overall quality of the class: 4.18

Summary:

The best aspects of this course included learning the various techniques in GIS, the interactive learning in the classroom, and the immediate practical use of the program. Students also praised the professor for his fair grading and availability. The worst aspect was the length of the class time. Many students found it difficult to concentrate for three hours and thought more could be covered in a split session class. This was also the most common suggestion for improvement to the course. Students who are planning to enroll should know that the workload was manageable so long as students kept up with the work.

AS.270.220.01

The Dynamic Earth: An Introduction to Geology

David Elbert

Overall quality of the class: 4.50

Summary:

Field trips, fascinating material and a professor who was engaging and knowledgeable were the best aspects of this course. Many students thought the professor was enthusiastic about the material presented in the classroom as well as what the students were learning. Slow feedback on homework and long Sunday fieldtrips were given the lowest ratings for the course. A common suggestion to improve the course included having a teaching assistant to help answer student questions and grade homework. Prospective students should know that the workload was moderate, there was little assumed scientific background and that students found the introductory geology course rocked.

AS.270.221.01

The Dynamic Earth Laboratory

EARTH AND PLANETARY SCIENCES

David Elbert

Overall quality of the class: 4.29

Summary:

High points for this course included how it covered in-depth information and had labs that expanded on classroom lessons. Students praised this course for having an instructor who had an engaging and enthusiastic manner. The worst aspect of this course was by far the slow and sometimes non-existent feedback on homework, students said. Better correspondence between the course and the lab and more timely feedback were suggestions to improve the course. Prospective students should know this course is best taken together with the introductory geology course. There was no assumed math or science knowledge and many of the experiments were fun and interesting.

AS.270.305.01

Energy Resources in the Modern World

Jerry Burgess

Overall quality of the class: 5.00

Summary:

Professor Burgess was most frequently mentioned as the best aspect of the course. Students also praised the course's subject matter and its field trips along with its small class size. Many students rated this as the best class they had taken at Hopkins. The depressing nature of the topic was the worst aspect of the course, although several students responded that nothing was bad about the class. Again, students were hard pressed to find room for change. Students who did have issues suggested the course meet at a different time. Prospective students should know this is an excellent overview of the various types of energy used today, and the class was recommended for every student regardless of major or prior scientific course work.

AS.270.308.01

Population/Community Ecology

Katalin Szlavecz

Overall quality of the class: 4.19

Summary:

The best aspects of this course included the engaging material, the interactive textbook and the field trip. Additionally, the professor was passionate and willing to help. However, students cited the difficult homework along with the low number of graded assignments as the worst aspects of the course. A wider variety of graded assignments, such as a research paper rather than exam and fewer homework assignments were suggestions to improve the course. Prospective students should know that there are weekly assignments in the textbook, a background in biology is helpful and the field trip was a lot of fun.

AS.270.318.01

Remote Sensing of the Environment

Carlos Del Castillo, Benjamin Zaitchik

Overall quality of the class: 4.60

EARTH AND PLANETARY SCIENCES

Summary:

The highest praise was given to the wide range of techniques covered, the practical nature of the material, and the professor's ability to make a potentially dry subject engaging. Frustrating software and occasionally dry PowerPoint presentations were the worst aspects of the course. More guidance for the final project and more class time for working with the software were both common suggestions for improving the course. Prospective students should know this was a great class overall and gave practical application of remote sensing.

AS.270.335.01

Planets, Life and the Universe

Jocelyne Diruggiero, Colin Norman

Overall quality of the class: 4.25

This class had 5 or fewer comments.

AS.271.120.01

Environmental Photojournalism

Alexios Monopolis

Overall quality of the class: 4.50

Summary:

Students praised this course for giving students creative freedom on weekly assignments, the emphasis on learning verses cramming for tests and the enthusiasm of the instructor. Many students felt that the structure and tone set by the instructor made the class one of the best they had taken. The worst aspects of the course included the lack of participation from other students which made in-class discussions very difficult. Suggestions for improving the class included starting on the final project earlier in the semester or giving two projects, providing a review of some photography basics, and providing feedback earlier. Prospective students should know this class and instructor were both highly recommended. Prospective students should have some background knowledge of photography and should know that students found that the more they put into the course the more they got out of it.

AS.271.301.03

Climate Change Adaptation in the Developing World

Cindy Parker, Antoinette WinklerPrins

Overall quality of the class: 3.69

Summary:

This course was praised for providing students a fresh perspective on the subject of climate change, engaging group discussions rather than lectures and the focus on one specific area of the world over the course of the semester. The negative aspects of the course centered on the readings that often seemed disconnected from the discussions and the length of the meeting time. Suggestions for improvement included a desire for fewer and more focused readings, along with some more current background on Nepal. Prospective students should know that you do not need to be a GECS major to enjoy this course, the workload was fair and the overall course was highly recommended by students.

EARTH AND PLANETARY SCIENCES

AS.271.309.01

Designing Sustainable Wellness

Alexios Monopolis

Overall quality of the class: 4.14

Summary:

The open discussions, field trips around Baltimore and topics discussed were all highly praised aspects of the course. The engaging, knowledgeable and laid-back instructor was also praised by the students.

However, some students found the lack of structure and overly democratic nature of the course to be the worst aspects. Suggestions for improvement included starting the project earlier in the semester, giving more guidance and background for the project and better structure for class time. Prospective students should know that a good deal of self-discipline was necessary for success in this course.

Students also believed the final project was something students could put on their resume and overall the course was a must for those interested in urban planning or green building.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
EAST ASIAN STUDIES DEPARTMENT**

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.310.115.01
Ghost Tales from China and Japan, 14th-19th Centuries
Fumiko Joo**

Overall quality of the class: 4.00

Summary:

Students praised this course for including interesting readings that were from a different atmosphere than Western ghost stories. Perceived issues with the course included a belief that class discussions suffered because not everyone completed assigned readings. Suggestions for improvement primarily focused on a desire to find ways to make sure all students were engaged during in-class discussions. Other students suggested that the course would be improved by having the instructor more clearly communicate their expectations for the course. Prospective students should know that the course involved a good amount of reading and that the course is also writing intensive.

**AS.310.305.01
Southeast Asia and US Security
Marvin Ott**

Overall quality of the class: 4.74

Summary:

Students praised this course for having a knowledgeable professor who was able to bring his own firsthand knowledge of the topic to the classroom. Perceived issues with the course include a general feeling that the three hour-long lectures once a week didn't tend to be engaging, causing students to feel bored in the class. Suggestions for improvement included a desire by multiple students that the course have fewer students enrolled so that there could be more in-class discussions. Prospective students should know that students found it important to stay engaged in class and that doing readings prior to class was a necessity.

**AS.310.307.01
Governance and Politics in China
Yao Li**

EAST ASIAN STUDIES

Overall quality of the class: 4.80

Summary:

Students praised this course for its small class size, for covering a fascinating topic and for spurring engaging discussions. Perceived issues with the course included a feeling from multiple students that sometimes the in-class discussions got off topic. Suggestions for improvement included a desire by multiple students that in-class discussions be better managed to make sure they didn't get off track. Prospective students should know that students found the course to be an engaging, discussion-based course that included a few writing assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ECONOMICS DEPARTMENT**

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
Robert Barbera**

Overall quality of the class: 3.31

Summary:

Students praised this course for being an interesting introduction to the subject of macroeconomics and for having a light homework load. Students in particular praised the instructor for enlivening the lecture by including real-world examples of macroeconomics. Perceived issues with the course varied; multiple students felt the instructor moved too quickly through material. Students who weren't familiar with the subject matter said they fell behind. Some students also felt that there was a dramatic disconnect between what students were taught in class and what they were tested on. Suggestions for improvement varied; many students wanted better lecture notes and practice problems provided to them so they could better prepare for exams. Prospective students should know that students found it important for students to keep up with the reading in the class and to complete the provided problem sets in order to make sure they were prepared for exams.

**AS.180.228.01-02
Economic Development
Mark Gersovitz**

Overall quality of the class: 3.57

Summary:

Highlights of this course were the interesting material, its knowledgeable and approachable instructor and the final project which used real world data. Many students also cited intellectual challenge and independent thinking as positives of this class. However, students believed lectures were often disorganized, making it difficult to know what area to focus on for exams. Lecture notes or more organized presentations were suggested improvements to the class. Prospective students should have a strong understanding of microeconomic and macroeconomics, and be sure to start the final paper early.

AS.180.241.01

ECONOMICS

International Trade Trent Bertrand

Overall quality of the class: 2.77

Summary:

The material presented in this course through lectures and readings was the best aspect of the class. However, most students gave the lecture and teaching style of the instructor a very poor rating. Much of the material covered in lectures did not seem relevant to the readings and there were discrepancies between information presented in lecture, in the reading and from the teaching assistants. Suggestions to improve the class included developing a better structure for the lectures and more consistency between the instructor's expectations and the teaching assistant's instructions. Prospective students should know that students said they will need to do a good deal of independent study to understand the concepts and that this instructor was found to be difficult.

AS.180.261.01 Monetary Analysis Laurence Ball

Overall quality of the class: 4.06

Summary:

The best aspects of this course included the knowledgeable and engaging instructor, the fascinating material covered and the immediately relevant nature of the examples given in class. Many students also cited the review times with teaching assistants as valuable. Students most often criticized the course for having difficult exams and dry lectures. Some students thought there was too much repetition and overlap between the textbook and the lectures. Students thought the course could be improved by increasing the amount of time devoted to in-class participation and ensuring there was more overlap between information presented in lectures and questions on the exams. Prospective students should know that having a background in finance and economics was helpful but not necessary.

AS.180.289.01 Economics of Health David Bishai

Overall quality of the class: 3.95

Summary:

The instructor and the material were the highlights of this course. Many students gave the instructor high praise for his knowledge of the subject, his presentation style and the care and attention he gave students. The large class size and the length of the meeting times were the lowest rated aspects of the course. Suggested improvements included spreading the class over two days, adding a review section, and reducing the class size to foster more participation. Prospective students should know that the final exam is worth 50 percent of the course's grade and the information presented was fascinating. This instructor was highly recommended.

AS.180.301.01-04

ECONOMICS

Microeconomic Theory

Ying Chen

Overall quality of the class: 3.43

Summary:

Students praised this course for having an engaging instructor who covered an interesting topic. Students found a variety of issues with the course; multiple students found that lectures moved too quickly for students to be able to pay attention to the subject matter. Other students thought the exams were too difficult and that lectures didn't cover material that wound up on the exams. Suggestions for improvement included a broad desire to make sure that topics that students are tested on are thoroughly covered during lectures. Students also thought the course would be improved if the lectures could be made more interactive. Prospective students should know that students broadly described the course as a difficult experience and found that students had to work hard to get a good grade.

AS.180.310.01

Economics of Antitrust

Bruce Hamilton

Overall quality of the class: 4.65

Summary:

Students in this small course praised it for having a knowledgeable instructor who promoted an interactive, discussion-based classroom environment. Perceived issues with the course varied; some students found that the course's use of legal briefs and legal jargon could make the course dry and hard to follow. Suggestions for improvement were few as many students found few issues with the course; however, some students found that the course could have used more guidance from the instructor either as to what sections of the readings students needed to be familiar with or to clarify some of the legal jargon in the readings. Prospective students should know that students found that the workload for this course was fairly typical and that the course required regular reading and writing assignments. Students also found that the course required students to have some basic knowledge of economics.

AS.180.334.01

Econometrics

Jorge Balat

Overall quality of the class: 2.96

Summary:

Students' praised this course for covering interesting material and for having lectures slides that were both useful and made available online to students. Multiple students disliked the course's lectures, finding them dull and not engaging. Suggestions for improvement included a desire from multiple students that the program be restructured to include a more interactive teaching style and perhaps more project work instead of relying just on tests. Prospective students should know that students found that a strong foundation in statistics and probability was helpful towards success in this course.

AS.180.334.02

Econometrics

ECONOMICS

Jorge Balat, Berna Demiralp-Foreman

Overall quality of the class: 3.10

Summary:

Students praised this course for covering challenging and useful material and including an interesting empirical project. Perceived issues with the course included a widespread feeling that the course was either disorganized or that instruction was convoluted and confusing. Student suggestions for improving the course largely focused on a desire for the instructor to have a more interactive teaching style. Prospective students should know that the course has a heavy workload and that students thought a strong background in statistics was necessary.

AS.180.350.01

Economics of Social Networks

Mikhail Smirnov

Overall quality of the class: 3.93

Summary:

Students praised this course for covering an interesting and new field. Perceived issues with the course varied, although some students disliked that the course was “too math centric.” Suggestions for improvement largely focused on a desire for greater clarity from the instructor on important points and what students would be tested. Prospective students should know that the course was challenging and that students believed it was important to complete the assigned readings and to participate in the class discussions.

AS.180.355.01

Economics of Poverty and Inequality

Robert Moffitt

Overall quality of the class: 4.07

Summary:

Students praised this course for having a knowledgeable instructor who kept the class engaged with a mixture of lectures and discussions. Students' issues with the course varied; multiple students found that some of the readings and material covered in the course were too dry and somewhat boring. Suggestions for improvement included a desire by multiple students that the course include more general class discussions particularly ones that involved students talking amongst themselves rather than just with the instructor. Prospective students should know that students found this was an interesting course that covered economic inequality and also noted that attendance was mandatory for the course.

AS.180.367.01

Investment Portfolio Management

Jonathan Wright

Overall quality of the class: 4.44

ECONOMICS

Summary:

Students praised this course and its instructor who brought in real-life examples and taught subject matter that was very applicable to life and business. While students broadly liked the course, some students found the course was too math intensive and in addition, the instructor sometimes sped through some material. Suggestions for improvement were few though some students wanted the instructors to find more ways to engage students by making the course more interactive or encouraging more in-class discussions. Prospective students should know that students broadly found this course to be a great introduction to careers in finance; however, they also found that students should have some knowledge of finance in order to be successful in the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT**

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
Introduction to Electrical & Computer Engineering
Trac Duy Tran**

Overall quality of the class: 4.47

Summary:

Students most enjoyed the way this course was taught by a helpful and engaging instructor providing a useful introduction to the subject. While students generally appreciated the hands on experience of the labs, many believed that the labs could have been more intellectually challenging. Students also thought that the course could be improved with more detailed PowerPoint notes and homework that was better aligned with the subject of lectures. Students thought it was useful for potential participants in this course to know that some experience with calculus and circuits could be useful.

**EN.520.211.01
ECE Engineering Team Project
Ralph Etienne Cummings**

Overall quality of the class: 3.11

This class had 5 or fewer comments.

**EN.520.213.01
Circuits
Howard Weinert**

Overall quality of the class: 3.63

Summary:

Students appreciated the way this course was taught effectively in a straightforward way by the instructor. Students' least favorite aspect of the course was the exams which they thought were overly difficult because they consisted of few questions and were given no partial credit for their answers. Many students also believed that the course could have been improved with the addition of graded

ELECTRICAL AND COMPUTER ENGINEERING

homework assignments. They thought it was useful for others considering taking this class that, though the homework was not graded, it was still valuable and important to do to complete the course successfully.

EN.520.219.01

Field, Matter & Waves

Mark Foster

Overall quality of the class: 4.36

Summary:

Students' favorite aspect of this course was the instructor who they believed was both enthusiastic and approachable. They also enjoyed the interesting and challenging material of the course. Students were less enthusiastic about the difficulty of exams. Students thought that the course could benefit from the instructor offering more frequent or accessible office hours and greater feedback. Students found it was valuable for future participants to know that knowledge of physics and calculus would be useful for taking this course.

EN.520.270.01

Introduction to Renewable Energy Engineering

Susanna Thon

Overall quality of the class: 4.50

Summary:

Students appreciated the way the instructor for this course gave an effective overview of the subject matter and related it to current issues. Many students did not like the workload of assignments which they believed was large for an introductory course. Students thought the course could have been improved with the addition of a hands-on project and a reduction in homework assignments. Students thought it was valuable for potential participants to know that attendance at lectures was particularly important for success in this class.

EN.520.315.01

Introduction to Information Processing of Sensory Signals

Hynek Hermansky

Overall quality of the class: 4.14

Summary:

Students enjoyed the way this course was delivered by a motivated and enthusiastic instructor. Students found the course's greatest drawback was that it could have been more intellectually challenging. They also thought the class could have been improved by the addition of more information on current research and developments in the field. Those thinking about taking this class should know that it was an enjoyable class with a light workload, students said.

EN.520.345.01-03

Electrical & Computer Engineering Laboratory

Amy Foster

ELECTRICAL AND COMPUTER ENGINEERING

Overall quality of the class: 3.88

Summary:

Students' favorite aspect of this class was that it offered the opportunity to build circuits during hands-on lab sessions. Some students thought that a weakness of the class was that some of the lab equipment was broken or not sufficient. Many students found that the course could have been improved with better and more frequent explanations underlying concepts behind the processes they were carrying out. Students found that it was valuable for future participants to know that prior knowledge of circuits would be helpful for taking this course.

EN.520.39.01-02

Microprocessor Lab I

Robert Glaser

Overall quality of the class: 4.00

Summary:

Students praised the way this course gave them a thorough, satisfying and useful experience with the subject matter. Students' least favorite aspect of this course was the laboratory equipment which many students often found in poor repair and difficult to work with. Students believed the course could benefit from additional explanatory course materials beyond the textbook. People considering taking this class should know that students found it required a substantial time commitment. They also thought having previous experience with programming was important.

EN.520.403.01

Introduction to Optical Instruments

Jacob Khurgin

Overall quality of the class: 4.43

This class had 5 or fewer comments.

EN.520.414.01

Image Processing & Analysis

John Goutsias

Overall quality of the class: 4.20

Summary:

Students praised this course for presenting a well-organized introduction to image processing. Students had issues with the course; multiple students felt they weren't given enough examples of how to solve problems so they weren't sure what to expect on exams. Suggestions for improvement included a widespread desire by students that the instructor go over a variety of examples in order to help students better understand concepts. Prospective students should know that students found it important to have a decent understanding of signals and systems and that a good knowledge of basic probability, statistics and multivariable calculus was helpful when taking the course.

ELECTRICAL AND COMPUTER ENGINEERING

EN.520.419.01 **Iterative Algorithms** **Gerard Meyer**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.520.424.01-02 **FPGA Synthesis Lab** **Robert Jenkins**

Overall quality of the class: 4.64

Summary:

Students praised this course for providing hands-on learning in this intellectually challenging course. Perceived issues with the course included a widespread belief that the course had a heavy workload which required them to spend a lot of time working independently. Students had few issues with the course although some students wanted the course to be restructured so that it would be easier for them to take their homework home. Prospective students should know that students found the course challenging and that it was important to have good time management so they wouldn't get overwhelmed.

EN.520.427.01 **Product Design Lab** **Philippe Pouliquen**

Overall quality of the class: 3.29

Summary:

Students praised this course for giving them the freedom to build a project that they chose and the opportunity to learn from a variety of speakers. Perceived issues with the course varied; multiple students thought that the course was disorganized which led to the instructor falling behind on his stated goals and assignments. Suggestions to improve the course varied. Multiple students wanted the course to be better organized so that due dates and other milestones in the syllabus were maintained. Specifically, students wanted them to be assigned to groups sooner so they could start assignments quicker. Prospective students should know that students found that the course had a manageable workload and that having some background in circuit building and programming was helpful.

EN.520.432.01 **Medical Imaging Systems** **Jerry Prince**

Overall quality of the class: 4.17

Summary:

Students praised this course for teaching useful and interesting material and for having a knowledgeable professor. Students almost universally found the course was challenging and had too much work, with

ELECTRICAL AND COMPUTER ENGINEERING

one student describing it as the hardest course they had taken at Johns Hopkins University. Suggestions for improvement included a desire by multiple students that the course's assigned reading and homework be reduced and a desire by some students that the course be supplemented by a second class section or a discussion section. Prospective students should know that students found that the course had a heavy workload and gave a good foundation in common imaging modalities.

EN.520.435.01

Digital Signal Processing

Howard Weinert

Overall quality of the class: 3.67

Summary:

Students praised this course for having a talented instructor who taught material in a clear and comprehensible way. Students had a variety of issues with the course's homework. Multiple students disliked that the course required students to type up their homework. Other students disliked the homework which was described as both hard and disconnected from lectures. Suggestions for improvement included a desire by multiple students that the course include more examples or practice exams so they would be more prepared for homework or exams. Prospective students should know that students found the course to be challenging and that it was helpful to know how to use MATLAB.

EN.520.445.01

Audio Signal Processing

Mounya Elhilali

Overall quality of the class: 4.25

Summary:

Students praised this course for its project-based approach to teaching interesting material. Perceived issues with the course included a belief that those same projects could be time consuming. Suggestions for improvement included a desire by some students that the course include some more tutorials or overviews on how to complete the assigned projects. Prospective students should know that students found the course demanded a background in signals and systems as well as MATLAB.

EN.520.452.01-04

Advanced ECE Engineering Team Project

Ralph Etienne Cummings

Overall quality of the class: 4.00

Summary:

Students praised this course for giving them the freedom to make up and pursue their own project. Perceived issues with the course included a belief that there was little support or structure which made it hard for students to figure out what the instructor wanted. Suggestions for improvement largely centered on a desire by multiple students for greater support either from the instructor or from a teaching assistant. Prospective students should know that students found the course was a design-focused course which gave students a great deal of freedom to pick their own focus and project in the course.

ELECTRICAL AND COMPUTER ENGINEERING

EN.520.459.01

Quantum Mechanics for Engineering

T.E. Schlesinger

Overall quality of the class: 4.33

Summary:

Students praised this course for having a passionate instructor who effectively taught a comprehensive introduction to quantum mechanics. Perceived issues with the course varied; one student wanted the instructor to assign homework in order to help students grasp key concepts while another student thought the course spent too much time going over basic concepts. Multiple students thought the course could be improved if the course included more assignments such as homework, assigned readings, midterms or projects in order to help them better master the material. Prospective students should know that students found having a background in mathematics, particularly linear algebra and differential equations, was helpful.

EN.520.491.01

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

Ralph Etienne Cummings

Overall quality of the class: 3.90

Summary:

Students praised this course for having a passionate and engaging instructor who covered a significant amount of material through hands-on projects and tutorials. Students broadly perceived that topics were covered far too quickly during lectures to the point where multiple students thought that important topics weren't covered in enough depth to ensure they had mastered them. Students thought the course could be improved by providing additional feedback and support; specifically, students wanted equations to be worked through during class and for the instructor to provide additional feedback on returned homework and labs. Prospective students should know that students found the course involved a good amount of work and undergraduate students seemed to struggle in it.

EN.520.495.01

Microfabrication Laboratory

Andreas Andreou, Jeff Wang

Overall quality of the class: 3.73

Summary:

Students praised this course for challenging students to learn through hands-on projects in a laboratory environment. Students widely thought that it took far too long for the instructor to return graded material, a fact multiple students attributed to some disorganization in the course. Students thought the course would be improved if there was a greater sense of structure with students in particular asking for a faster turnaround on grading assignments. Prospective students should know that students found the course to be fun and that it was helpful to have experience working in a laboratory and writing a lab report.

EN.520.515.01

ELECTRICAL AND COMPUTER ENGINEERING

Processing of Audio and Visual Signals **Hynek Hermansky**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.520.601.01 **Introduction to Linear Systems Theory** **Pablo Iglesias**

Overall quality of the class: 4.80

Summary:

Students praised this course for having an 'easy-going' instructor who presented the work in a relevant and interesting manner. Perceived issues with the course varied. Multiple students found that the subject matter was so theoretical that it was difficult for students to comprehend. Suggestions to improve the course varied greatly; one student wanted the course to have a better textbook while multiple students couldn't find an issue with the course. Prospective students should know that students found the course challenging and required a solid background in linear algebra.

EN.520.618.01 **Hybrid Systems** **Danielle Tarraf**

Overall quality of the class: 2.6

This class had 5 or fewer comments.

EN.520.646.01 **Wavelets and Filter Banks** **Trac Duy Tran**

Overall quality of the class: 4.86

This class had 5 or fewer comments.

EN.520.651.01 **Random Signal Analysis** **Sanjeev Khudanpur**

Overall quality of the class: 4.55

Summary:

Students praised this course for covering 'extremely relevant material' in a systematic and well organized way. Perceived issues with the course varied greatly; multiple students thought that the course had such a tight schedule that it felt as though the instructor rushed through certain topics or that they were awkwardly taught. Suggestions for improvement included a desire by multiple students that the instructor provide them with additional ways to review material; one student requested the

ELECTRICAL AND COMPUTER ENGINEERING

course have dedicated review sessions while another asked that exams from previous years be provided to current students so they could study from them. Prospective students should know that students found the course had a significant workload and it was necessary to have a strong background in probability and math in order to do well in the course.

EN.520.678.01

Biomedical Photonics

Xingde Li

Overall quality of the class: 4.57

This class had 5 or fewer comments.

EN.520.701.01

Current Topics in Language and Speech Processing

Sanjeev Khudanpur

Overall quality of the class: 4.15

This class had 5 or fewer comments.

EN.520.773.01

Advanced Topics in Microsystem Fabrication

Andreas Andreou

Overall quality of the class: 4.50

Summary:

Students praised this course for being a hands-on experience that allowed them to apply what they learned in the classroom in the lab. Perceived issues with the course varied; some students disliked how lectures were handled with one student believing that lectures often ran over their allotted times. Another student thought the lectures didn't go into enough detail. Suggestions for improvement varied; however, multiple students wished that the course challenged them to complete more up-to-date labs that dealt with more recent ideas and findings. Prospective students should know that students found the course to be an enjoyable, if time-consuming experience.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ENGINEERING MANAGEMENT DEPARTMENT**

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.662.611.01
Accounting and Finance
Annette Leps**

Overall quality of the class: 4.46

Summary:

Students praised this course for having an engaging teaching style and for covering an interesting topic. Students had few issues with the course. Some students had mixed feelings about the course’s assigned textbook and wondered if certain parts of the assigned reading mattered for the class. There were few suggestions for improvement as well, although some students disliked group work and would have preferred individual projects. Prospective students should know that students found the course didn’t require any background knowledge of financial accounting; however, students felt having a background in the field was helpful in the course.

**EN.662.692.01
Venture Planning to New Venture Creation
Pamela Sheff**

Overall quality of the class: 3.90

Summary:

Students praised this course for giving students an opportunity to discuss the interesting topics covered in the lecture. Students perceived various issues in the course. Multiple students felt the course was disorganized which resulted in some of them feeling they hadn’t learned much. Other students felt that, despite the course’s name, they didn’t learn how to do venture planning for their own projects but instead, simply examined case studies. Suggestions to improve the course varied. Most students requested that the course have more structure; similarly, students asked for clearer guidelines for assignments. Prospective students should know that the course didn’t require students to have any sort of prior knowledge and students found that the course involved a good amount of group projects.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ENGLISH DEPARTMENT**

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.060.100.01
Introduction to Expository Writing
Patricia Kain**

Overall quality of the class: 4.60

Summary:

The small class size, extensive professor feedback and clear expectations were the most noteworthy aspects of this class. Many students praised the availability of the professor and her encouragement as high points in the class. At times the lectures seemed repetitive and the workload became demanding. Including more time for in-class discussion was suggested as an improvement to the class. Prospective students should know that your writing will improve if you take advantage of office hours and follow the feedback provided by the professor.

**AS.060.100.02-03
Introduction to Expository Writing
William Evans**

Overall quality of the class: 4.42

Summary:

Students praised this course for having a knowledgeable and patient professor who provided insightful feedback on student’s work. Many students thought the frequent one-on-one meetings in particular were beneficial to their writing. The lowest ratings were given to the repetitive nature of many lectures and work that sometimes seemed redundant. Some suggestions for improving the course included giving more interesting and engaging readings and providing more in-class activities. Prospective students should know that students found the course was a good class for students who felt unprepared for academic writing.

**AS.060.100.04-05
Introduction to Expository Writing
Anne-Elizabeth Brodsky**

ENGLISH

Overall quality of the class: 4.16

Summary:

High praise was given to the small class size, extensive feedback from the professor and the in-class discussions. Students said they left the class feeling prepared for the expectations of academic writing. Multiple overlapping due dates and dry readings were the worst aspects of the course. More time to discuss readings and additional one-on-one conference time were both suggested improvements for the course. Prospective students should know that attending the one-on-one conferences and getting feedback from the professor was crucial. Students ultimately found the course was helpful at improving students writing so that they would be ready for college writing.

AS.060.100.06-07

Introduction to Expository Writing

Marie O'Connor

Overall quality of the class: 4.50

Summary:

The best aspects of this class were the small class size, the professor's feedback, and seeing immediate improvements to writing. Students in particular praised the course's one-on-one conferences with the professor. The worst aspects of the course included readings that were uninteresting and classes that sometimes dragged. Some students did not think there were enough long writing assignments. More writing assignments and different readings were suggested improvements to the class. Prospective students should know that the workload was low and the class helped improve students' writing skills.

AS.060.107.01

Introduction to Literary Study

Andrew Daniel

Overall quality of the class: 4.73

Summary:

This class was highlighted by an engaging and knowledgeable professor, a wide variety of readings, and interesting class discussions. Many students gave the professor very high praise. The worst aspect of this class was the uneven workload – some weeks the reading was minimal while on others it became burdensome. More even distribution of the reading assignments and more time for the final essay were both suggested as improvements to the course. Prospective students should know that students found the course was great for humanities and STEM majors. The class and professor were highly recommended.

AS.060.107.02

Introduction to Literary Study

Douglas Mao

Overall quality of the class: 4.67

Summary:

ENGLISH

The range of topics covered in the literature, engaging in-class discussions and a professor who is available and knowledgeable were the best aspects of this course. Students gave high praise to the professor's blend of lecture and discussion and guided the discussions without taking over. The uneven distribution of the readings was the worst aspect of the class. More opportunity for one-on-one meetings was a common suggestion for improving the course. Prospective students should know that there was a lot of reading for the class, but the professor was interesting and the class discussions could be fun.

AS.060.111.01

How Not to Be Afraid of Poetry Sharon Achinstein

Overall quality of the class: 4.27

Summary:

This course was praised for covering a variety of poems, having open class discussions, and a knowledgeable and approachable professor. However, not all of the poems were covered in class and some students thought the grading was too strict. Students thought the course would be improved if there were more opportunities for debate during class and if there were additional writing assignments leading up to longer essays. Prospective students should know that the grading could seem harsh, but this was a good course for those not terribly interested in poetry. Students also noted that the course didn't include creative writing only analytical writing.

AS.060.113.01

Expository Writing John Brandau

Overall quality of the class: 3.80

Summary:

The best aspects of this course included the guidance provided from the professor, the intellectual challenge of the readings, and the in-class discussions. Additionally, the peer-review sessions and conferences with the professor gave students confidence in their writing. Students also found that some of the reading topics weren't enjoyable with some students finding them too erudite. More writing styles and techniques should be taught in the class. Prospective students should have some interest in philosophy and take advantage of office hours.

AS.060.113.02

Expository Writing Robert Day

Overall quality of the class: 4.83

Summary:

This class was highlighted by the feedback from the professor and one-on-one meetings where students felt encouraged and supported by the professor. The in-class discussions and variety of readings were also high points. Regular writing assignments and a lack of creative freedom were negative aspects of the course. Two common changes suggested were having more one-on-one conferences and more in-

ENGLISH

class analysis of the readings. Prospective students should be aware that the course had a lot of assigned reading and students needed to be familiar with MLA style. The course will greatly improve your writing skills.

AS.060.113.03

Expository Writing

Robert Webber

Overall quality of the class: 4.46

Summary:

Interesting readings, individual attention, and the small class size were highlights of this course. The professor received the highest praise for his knowledge, willingness to be flexible, and availability. Though it was difficult for many to find fault with the course, a few thought the readings were occasionally dry. Offering the course on Tuesday/Thursday and more in-class discussions were suggestions to improve the course. Prospective students should know this course greatly improved their writing. This professor was highly recommended.

AS.060.113.04

Expository Writing

Elisabeth Campbell

Overall quality of the class: 3.86

Summary:

The best aspects of this course were the one-on-one conferences and individual attention, being able to write and revise original works and the feedback on assignments. Students dislike that at times the class discussions went off topic and some of the readings were uninteresting. Additional time to work on the drafts and more teacher-led discussions were common suggestions to improve the class. Prospective students should know the topics weren't always interesting and the style of the essays was repetitive. However, the workload was manageable and students found their writing improved.

AS.060.113.05

Expository Writing

Kara Wedekind

Overall quality of the class: 3.50

Summary:

The best aspects of this course included the small class size, one on one instruction, and consistent feedback over various drafts. While the feedback from the professor was useful, many gave low marks to the time it took to receive graded essays. Additionally, some students did not think the course matched the description. Suggestions to improve the course included returning grades faster, more interesting readings, and staying true to the description of the course. Prospective students should be prepared for close, critical reading and significant writing assignments.

AS.060.113.07

Expository Writing

ENGLISH

Pavle Stojanovic

Overall quality of the class: 3.62

Summary:

This course was highlighted by interesting concepts and topics in the readings and meaningful feedback from the professor. Students found the one-on-one conferences useful. However, slow grading and repetitive workshops were negatives of the course. Better use of class time, faster turnaround on grades, and more open class discussions were all suggested as possible improvements to the course. Prospective students should know that this class was a typical expository writing class.

AS.060.113.08-09

Expository Writing

Andrew Sisson

Overall quality of the class: 4.33

Summary:

Watching Hitchcock, discussing the films, and the small class size were some of the best aspects of this course. The professor was highly praised for his knowledge of the material and feedback given in one-on-one conferences. Slow grading, low in class participation, and short deadlines were all cited as negative aspects of the course. Suggested improvements to the course included faster turnaround time on grades and more time between due dates. Prospective students were encouraged to take this course and this professor. Students found the course didn't require students to have prior knowledge of Hitchcock or a strong background in writing.

AS.060.113.10

Expository Writing

Douglas Tye

Overall quality of the class: 4.07

Summary:

The highlights of this course included the professor, the subject matter, and the feedback on writing. Students gave the professors knowledge, encouragement, and teaching style very high praise. Some negative aspects of the course included slow grading turnaround and discussions that sometimes went in circles. A more even distribution of work, more timely feedback, and additional in class workshops were suggested improvements to the course. Prospective students will get to read some exciting detective stories and will see their writing improve.

AS.060.113.11

Expository Writing

Joseph Haley

Overall quality of the class: 3.00

Summary:

ENGLISH

High praise was given to the subject material presented in this class, the various writing techniques introduced, and the feedback for each step of the writing process. Negatives of the class included confusing in-class discussions, late feedback on work, and assignment instructions which were difficult to understand. Better organization of the course, more time for each essay, and faster feedback were all suggested improvements to the course. Prospective students should know that the course required a good deal of work and the grading can be harsh; however, the course will improve your analysis skills.

AS.060.113.12

Expository Writing

Jacob Chilton

Overall quality of the class: 4.20

Summary:

This course was highlighted by the small size, new perspectives on Shakespeare, and feedback in one-on-one and peer conferences. The professor is knowledgeable and kept discussions interesting. Grading was slow and assignments were repetitive. Suggested improvements included returning graded work faster and keeping lectures better organized. Prospective students should know the course was excellent for those interested in Shakespeare and improves students' analytical writing.

AS.060.113.14

Expository Writing

Maria Libina

Overall quality of the class: 4.31

Summary:

The best aspects of this course included the material covered, the attentiveness of the professor, and the in-class discussions. The professor was given high praise for her individualized feedback on work and her willingness to go above and beyond to help the students. Negative aspects of the class included a harsh grading system and slow turnaround on graded work. More time for the final essay, additional one on one meeting time, and more freedom to choose essay topics were suggestions to improve the course. Prospective students do not need to have a background in art, but should have an interest in the subject. Students found the course had a manageable workload and the class improved their analytical writing abilities.

AS.060.113.15

Expository Writing

Donald Berger

Overall quality of the class: 4.46

Summary:

Feedback from peers and the professor, along with several drafts of each essay were some of the high points in this course. Additionally, the readings were interesting and engaging and class discussion was insightful. Continuous due dates and changes to the schedule were the worst aspects of the course. Suggestions for improvement included giving more time to work on each essay and more instruction on

ENGLISH

writing the body of the essay. Prospective students should be prepared to critique short stories and be sure to avoid procrastination.

AS.060.113.16

Expository Writing

Johannes Schade

Overall quality of the class: 4.20

Summary:

Individual conferences, an enthusiastic professor, and the choice of movies were the best aspects of the class. Many students commented on the usefulness of the professor's feedback, and thought the small class size made class discussions more effective. Having to watch movies out of class and the professor's disorganization were the worst aspects of the class. Suggestions to improve the class include watching important scenes in class and eliminating the in class worksheets. Prospective students should follow the feedback provided by the professor in revisions to get the highest grade possible.

AS.060.113.17

Expository Writing

John Hoffmann

Overall quality of the class: 4.00

Summary:

This class was praised for the helpful feedback from the professor, informative and engaging in class discussions, and interesting readings. The professor in particular was given high praise for his encouragement and individualized attention. The heavy reading schedule and tough grading were the worst aspects of the course. Students thought that additional workshops and more time for the final essay would improve the course. Prospective students should know that the course requires regular and consistent work, but the professor makes the class enjoyable.

AS.060.113.18

Expository Writing

Amanda Zecca

Overall quality of the class: 4.14

Summary:

Students gave their highest praise to the reading material, the availability of the professor, and the focus on consistently revising to improve writing. The professor's availability and knowledge of the subject was also given high marks by the students. The worst aspect of the course was the heavy workload, which though expected was still frustrating. Areas of improvement include doing more in-class writing and having additional one-on-one conferences. Prospective students should know that the focus of the class is learning to write effective essays rather than American gothic. The class and professor are highly recommended.

AS.060.113.19-20

Expository Writing

ENGLISH

Aliza Watters

Overall quality of the class: 4.72

Summary:

The overwhelming praise for this course went to the professor, whom students found engaging, approachable, and effective. Work was manageable and consistent feedback ensured that students knew how to improve their work. The short time between assignment and due date was rated the worst aspect of the course. Suggestions for improvement included more time for the final essay and additional in class workshop time. Prospective students should know students found that the work was all structured to improve students' writing abilities. The professor was highly recommended.

AS.060.113.21

Expository Writing

Roger Maioli dos Santos

Overall quality of the class: 4.46

Summary:

The best aspects of this course were the engaging and attentive professor and the thought provoking material. In class discussions were fun and useful when analyzing the readings. Overlapping assignments and constant due dates were the worst aspect of the class. Suggested improvements include giving more time for the final essay and moving the deadline from noon on Saturday. Students interested in this course should be prepared for consistent writing, but know all the smaller assignments build to the longer essays. The professor was highly recommended.

AS.060.113.22-23

Expository Writing

Nicholas Bujak

Overall quality of the class: 4.14

Summary:

Students gave high praise to the feedback from the professor, one-on-one attention, and the in-class discussions. Many students were thrilled to read Jane Austin and were impressed by their knowledge of her by the end of the semester. The worst aspects of the course included the delayed return of grades, the cramped timing of due dates and rushed in-class discussions. Students thought the course could be improved if there was more time between assignment and due date and if there were fewer in-class workshops. Prospective students should know that keeping up with the drafting was crucial. A background in Jane Austin is not needed, but if you are not interested in her writing you will not enjoy this class. This professor was highly recommended.

AS.060.113.24

Expository Writing

Jennie Hann

Overall quality of the class: 3.83

ENGLISH

Summary:

Highlights from this course included the feedback on drafts, small class size and instruction on close analytical reading. The rushed due dates and low participation were the worst aspects of the course. More group participation and additional time between assignments could improve this course. Students interested in this course should know that keeping up with regular assignments was very important, there was a great deal of writing expected, and the readings could be interesting.

AS.060.116.01

Reading Muslims in Global Fiction and Film

Noor Hashem

Overall quality of the class: 4.20

This class had 5 or fewer responses.

AS.060.129.01

Writing Africa Now

Jeanne-Marie Jackson

Overall quality of the class: 4.57

Summary:

This course was highlighted by fascinating readings, a relaxed but focused atmosphere and a passionate and knowledgeable professor. Students gave the small class size and focused discussions high praise and left the course with a better understanding of writing and contemporary African literature. The worst aspect of the course was the novel "One Day I will write about This Place," which many people found overly difficult. While many students thought the class was perfect as it was, some thought cutting out one book would improve the course. Students interested in this course should know that it is very helpful to have an open mind going into the readings. This class and professor are highly recommended.

AS.060.149.01

Freshman Seminar: Work and Worth in American Literature

Erica Tempesta

Overall quality of the class: 4.21

Summary:

This class received high praise for the intellectually stimulating material, the small class size, and an engaging and available professor. Many students found the student-led discussions insightful and the feedback from the professor consistently useful. Though the readings were interesting, there were a lot of them and at times the amount of reading became overwhelming. Suggested improvements included moving the location of the class out of Bloomberg and breaking up the meeting time over two days. Students interested in this course should be prepared to participate in class and read a lot of material. The professor and the class were highly recommended.

AS.060.176.01

The Russian Novel: Tolstoy and Dostoyevsky

Sharon Cameron

ENGLISH

Overall quality of the class: 4.64

Summary:

Thought provoking questions and an attentive professor were the best aspects of this class. The novels are difficult but many students found a deeper understanding because of the class discussions and the professor's knowledgeable guidance. The worst aspects of the course were the amount of reading due each week and the long class meeting time. Meeting for a shorter time over two days and reducing the number of novels were suggestions to improve the course. Prospective students should know that the class requires a lot of reading, but the material was interesting and students found they gained a deeper understanding of difficult texts. The class and professor are highly recommended.

AS.060.222.01-04

American Literature, 1865 to today

Christopher Nealon

Overall quality of the class: 4.09

Summary:

The instructor was overwhelmingly thought of by students as the best aspect of this class. His lectures were interesting and engaging, the range of readings was well thought out, and his enthusiasm for the subject was infectious. A heavy reading schedule was far and away the worst aspect of the class. Some students also noted ineffectual teaching assistant sections as detracting from the course. A common suggestion to improve the course was to assign fewer long readings and focus on shorter works. Students interested in this course should know that there was a lot of reading in the course, but the reading was generally enjoyable. Students didn't need a background in U.S. history and the instructor was recommended.

AS.060.255.01-03

The Bible as Literature

Mark Thompson

Overall quality of the class: 3.73

Summary:

The best aspects of this course included the chance to read such a ubiquitous text through a new lens, lectures that were informative and objective, and fairly light reading load, despite the topic. Many students thought the instructor was knowledgeable and passionate about the subject. The course was disorganized and there were several versions of the syllabus, leaving many students confused. Smaller classes, making readings available online, and more time to cover such a vast topic were suggestions to improve the course. Prospective students should be aware that there will be interpretations of the Bible that may not be agreeable to those with a strict religious background, but they will provide literary criticism and unconventional views of the stories. Prior knowledge of the Bible was helpful, but not necessary.

AS.060.304.01

Large Novels

Jesse Rosenthal

ENGLISH

Overall quality of the class: 4.33

Summary:

Students praised this course for covering classic literature that students described as must-read works. Perceived issues with the course included a general feeling among some students that there were too many reading assignments and that the number of works studied should be reduced in order to ensure that students had enough time to comprehend the literature. Suggestions for improvement included a desire that the structure of the course be reworked in order to allow for both more feedback and more interactivity for the students. Prospective students should know that as the name of the course implies, there is a significant amount to be read and that the class shouldn't be taken with any other course that requires a similar amount of reading.

AS.060.307.01

Training\Writing\Consulting
Elizabeth Steedly

Overall quality of the class: 4.44

Summary:

Students praised this course for giving students valuable skills on how to edit another person's work. Perceived issues with the course were few, although some students found it hard to pay attention in the course. Suggestions for improvement were few as students largely didn't have issues with the course, although one student wished lectures were shorter while another wished students had more opportunities to watch other people leading a tutoring session. Prospective students should know that students found the course adequately prepared them to be a tutor for the writing center.

AS.060.319.01

Values and Gender in Nineteenth-Century British Literature
Matthew Flaherty

Overall quality of the class: 3.00

Summary:

Students praised this course for including a variety of interesting works as well as featuring enjoyable in-class discussions. Perceived issues with the course included a belief by multiple students that the instructor didn't value students' opinions and could be condescending to other students or ignore their points of view. Suggestions for improvement included a desire by some students that the instructor be more welcoming to opinions from students so that the course could be more student led. Prospective students should know that students found that the course was reading and writing intensive.

AS.060.340.01

The Literature of Atlantic Slavery
Jared Hickman

Overall quality of the class: 4.45

Summary:

ENGLISH

Students broadly praised this course for having a “fantastic” and “approachable” instructor who kept students engaged in the course. Perceived issues with the course included a belief from multiple students that the course had an exorbitant amount of reading and that the instructor didn’t provide grades and feedback in a timely fashion. Suggestions for improvement varied; multiple students wanted to see the course cut down the number of required readings for the course and allow students to dig deeper into each individual topic. Finally, some students wanted to find out their grades on submitted assignments far faster. Prospective students should know that students found the course had a large amount of required reading and an amazing instructor.

AS.060.341.01

Milton

Sharon Achinstein

Overall quality of the class: 4.67

Summary:

Students praised this course for having a knowledgeable and engaged instructor who made the course’s difficult subject matter interesting and easy to understand. Perceived issues with the course included a feeling that the course was reading intensive and that many of those readings were dry, long and complicated. Suggestions for improvement included a desire to see the amount of assigned reading decreased and to have the course shift from meeting once a week to shorter classes multiple times a week. Prospective students should know that students recommended the course particularly if students are open to spending an entire course focusing on one author.

AS.060.344.01

The American Renaissance in Technicolor

Jared Hickman

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.060.366.01

Ellison

Eric Sundquist

Overall quality of the class: 4.60

Summary:

Students complimented this course on having a knowledgeable and kind instructor who was able to effectively trace the breadth of Ellison’s work and career. Student’s perceived issues with the course included a belief by multiple students that the course had too many reading assignments including ones that were dense and hard to understand. Suggestions for improvement similarly focused on a desire for the course to examine fewer works so that the course could look at the selected works in greater depth. Prospective students should know that the course involves a large amount of reading. Also, students found it helpful to have at least some prior interest in Ellison.

AS.060.394.01

ENGLISH

Class Fictions **Jesse Rosenthal**

Overall quality of the class: 4.44

Summary:

Students praised this course for having engaging and accessible instructor who covered a variety of interesting works during this discussion-focused course. Perceived issues with the course largely centered on a feeling that the amount of assigned reading was excessive. Some students also found the in-class discussions drifted off topic to the point where they referenced unrelated books and documents that weren't covered in the course. Suggestions for improvement included a desire for greater feedback on assignments so students could better tell if they were grasping topics. Prospective students should know that students found that this course involved a large amount of reading and students' success and enjoyment of the class largely depends on their interest in the topic.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
ENTREPRENEURSHIP MANAGEMENT DEPARTMENT**

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.660.104.01-02

Exploring Leadership: For Hopkins Students Who Want to Make a Difference
William Smedick

Overall quality of the class: 4.65

Summary:

Students appreciated the engaging instruction of the instructor for this course. They also enjoyed the well-balanced combination of lecture and discussion, as well as the opportunity to hear from guest speakers. Students thought the course’s greatest drawback was its short length and thought that it could be improved by being expanded to a full semester. Students thought it was useful for potential participants to know that they found this class was a useful opportunity for personal reflection and that the course had a light workload of assignments.

EN.660.105.01-07

Introduction to Business
Lawrence Aronhime

Overall quality of the class: 4.05

Summary:

Students thought the best aspect of this course was the dynamic and relevant lectures taught by a knowledgeable instructor. Students thought the biggest drawback of the course was the large workload of homework assignments. Students also found that the exams for the class did not accurately evaluate their mastery of course material. Students thought the course could be improved by changing the format of the exams. People thinking about taking this course should know that it required a substantial amount of reading and a large number of writing assignments, students said. They also thought it would be valuable to know that students are allowed to use note sheets in tests, but that this did not reduce the challenge of the exams.

EN.660.203.01; 03

Financial Accounting
Lawrence Aronhime

ENTREPRENEURSHIP MANAGEMENT

Overall quality of the class: 4.32

Summary:

Students praised this course for having an amazing instructor who clearly conveyed topics and used his personal experience to engage students. Students found few issues with the course although some students thought the course had too much homework, much of which was tedious. Suggestions to improve the course were few as well. Some students did wish the course focused more on teaching them how to use Excel while others wanted the course to examine additional case studies. Prospective students should know that students found the course could cover dull material, however the course was enlivened by an interesting and helpful instructor

EN.660.203.02

Financial Accounting

Annette Leps

Overall quality of the class: 4.50

Summary:

Students praised this course for having a talented instructor who presented topics with clarity during lectures. Perceived issues with the course varied. Many students didn't have any issues with the course, however some students found that the course material could be boring or involve a lot of memorizing. Suggestions for improvement varied. While many students didn't have any issues with the course some students wanted the course to offer additional ways to practice the material such as take-home tests or example problems. Prospective students should know that students found the course had fair grading and a manageable workload.

EN.660.203.04

Financial Accounting

Sean Furlong

Overall quality of the class: 4.71

Summary:

Students praised this course for having an enthusiastic instructor who students complimented for making the dry subject matter enjoyable. Students had few issues with the course, although multiple students found that the quizzes and exams could be tedious and difficult. Suggestions for improvement included a desire by multiple students that the course have fewer exams and allow students to use cheat sheets on tests. In addition, some students wanted additional homework assignments and practice problems in order to help them learn the material. Prospective students should know that students found the course had an amazing instructor and students believed that a background in macro- and micro-finance was helpful.

EN.660.250.01-02

Principles of Marketing

Leslie Kendrick

Overall quality of the class: 4.44

ENTREPRENEURSHIP MANAGEMENT

Summary:

Students praised this course for having an instructor with a hands-on teaching style who presented real-life examples of marketing in class. Perceived issues with the course included a belief that the weekly quizzes in the course were tedious and unhelpful. Other students found that the group projects were difficult to complete as students had varying levels of commitment and therefore contributed different amounts of work to their groups at varying paces. Students thought the course could be improved if the course had fewer quizzes and more engaging activities. Prospective students should know that students found the course was a great introduction to marketing and it required students to keep up with the reading.

EN.660.250.03

Principles of Marketing

Marci DeVries

Overall quality of the class: 4.24

Summary:

Students praised this course for having a great and enthusiastic instructor and a light workload. Students disliked that for every class, students had to take a quiz on the assigned readings. Students thought the course would be improved if the course had fewer quizzes and less busy work in general. Prospective students should know that students found the course required student participation and involved a good amount of group work.

EN.660.250.04

Principles of Marketing

Theresa Jones

Overall quality of the class: 3.73

Summary:

Students praised this course for being interactive and engaging, as well as having an instructor who shared her experience working for a variety of marketing firms. Students had various issues with the course. Multiple students disliked the weekly quizzes in the course. Other students disliked the three-hour lectures with students finding it difficult to maintain their focus for the duration. Students thought the course would be improved if the three-hour long weekly class would be split up into two shorter sessions each week. Prospective students should know that students found the course had an engaging instructor and that the weekly quizzes made regular lecture attendance essential.

EN.660.250.05

Principles of Marketing

Kimberly Manns

Overall quality of the class: 3.56

Summary:

Students praised this course for featuring interesting lectures that combined a variety of teaching devices from examining case studies to instructional videos and group activities. Students disliked the

ENTREPRENEURSHIP MANAGEMENT

weekly quizzes in the course with several students describing them as tiresome. Students also found that the assigned textbook reading didn't align well with lectures. Students thought the course would be improved if the length of each class was cut down from three hours. In addition, students wanted to see the course engage students in different ways either with additional activities or more guest speakers. Prospective students should know that students found the course involved a significant amount of group work and that mastering the assigned reading was essential to doing well on the weekly quizzes.

EN.660.250.06

Principles of Marketing

Marci DeVries

Overall quality of the class: 4.06

Summary:

Students praised this course for having a small-class size which encouraged student engagement and for having an instructor who used her professional experience to show how the subject matter could be used in real life. Students broadly disliked the weekly quizzes in the course with some students finding them to be repetitive while others found that the grading rubric in the course was nitpicky. Students thought the course would be improved if the quizzes were either completely removed or reduced in number. Prospective students should know that students found the course was a great introductory course that required students to complete regular reading.

EN.660.308.01

Business Law I

David Fisher

Overall quality of the class: 3.52

Summary:

Students enjoyed the way this course provided a thorough introduction to its subject. They also appreciated the real world applicability of the material covered. Students perceived the biggest weakness of the course was the unnecessarily lengthy class sessions. They also thought that the course could have examined law mores specifically as it related to business. Students thought the course could be improved with greater discussion in classes. Students thought it was valuable for potential participants to know that the workload for the course was not large. They also thought it was good to know that exams mostly tested information from lectures so attendance was important.

EN.660.308.02

Business Law I

William Rakes

Overall quality of the class: 3.82

Summary:

Students especially valued that this course provided a thorough introduction to the subject matter taught by practicing lawyers. Students believed the biggest drawback of the class was the long class time for each session. Students also thought the course could benefit from more interactivity in the lectures

ENTREPRENEURSHIP MANAGEMENT

and a greater diversity of assignments and tests. Students thought it was valuable for future participants to know that the class had a light workload other than preparation for exams.

EN.660.310.01

Case Studies in Business Ethics

Mark Franceschini

Overall quality of the class: 3.89

Summary:

Students liked the way this class emphasized discussion, as well as the incorporation of videos into lectures. Students' least favorite aspect of the class was the midterm which many thought didn't accurately reflect the material of the course. Students also did not like the long class times for this course. Students thought that the course could be improved with smaller class sizes that were more conducive to discussion. Students also thought they could receive better guidance for exams and assignments. Students felt it was important for future participants to know that participation in discussion was important to success in this course.

EN.660.311.01

Law and the Internet

Overall quality of the class: 3.89

Summary:

Students enjoyed the engaging teaching by an instructor who effectively focused on relevant and current subject matter. They thought the greatest drawback of the class was the small number of graded assignments for the class. Students also believed the course could best be improved with a larger class size. They thought it was useful for prospective students to know that this course was an enjoyable class that provided a good general introduction to the law as well as an exploration of its more specific subject.

EN.660.332.01-02

Leadership Theory

William Smedick

Overall quality of the class: 4.64

Summary:

Students liked the way the engaging and friendly instructor for this course effectively incorporated discussion into class sessions. Students' least favorite aspect of the class was the large number of writing assignments required. They believed the course could be improved with clearer instructions for assignments. Students also thought it was useful for potential participants to know that this is a writing intensive course where class participation is important.

EN.660.335.01

Negotiation/Conflict

Eric Rice

ENTREPRENEURSHIP MANAGEMENT

Overall quality of the class: 4.76

Summary:

Students appreciated the engaging teaching style of the instructor and the opportunity to develop practical skills with in-class exercises. They thought the greatest weakness of the class was the way that exercises started to seem repetitive over the duration of the course. In addition, students wished they could have gotten more feedback on their work. Students felt the course could most benefit from more guidance on assignments. They thought that future participants should know that the course was challenging but rewarding.

EN.660.340.01

Principles of Management

Joshua Reiter

Overall quality of the class: 4.00

Summary:

Students most enjoyed the interesting and applicable course material of this class, as well as the enthusiastic teaching style of the instructor. Students thought that they could have benefitted from more feedback on assignments. They also believed that class sessions could have incorporated more interactivity. Students thought that people considering this class should know that it was a useful and fun class with a relatively small workload.

EN.660.355.01

Sports Marketing

Leslie Kendrick

Overall quality of the class: 4.07

Summary:

Students' favorite aspect of this course was the guest speakers that helped give perspective to the material of the course. Students least liked the reading quizzes that accompanied most classes. Students thought the course could most benefit from a new textbook that included more current case studies. Students thought it was important for potential participants to know that the class required a great deal of writing and featured a large number of quizzes.

EN.660.357.01

Copywriting and Creative Strategy

Keith Queensberry

Overall quality of the class: 4.50

Summary:

Students particularly enjoyed the opportunity to investigate the subject matter of this course through creative projects. They also appreciated the instructor's willingness to share his personal experience in an engaging way. Students believed the weakest aspect of the course was that lectures sometimes followed material from the textbook too closely. Some students thought the course could be improved

ENTREPRENEURSHIP MANAGEMENT

by reducing the amount of writing required. They also thought it was important for people considering this class to know that the course required working on a final project in a two-person team.

EN.660.358.01

International Marketing

Leslie Kendrick

Overall quality of the class: 3.33

Summary:

Students thought their favorite aspect of the class was learning from case studies. They also enjoyed the opportunity to work on a project as a team. Students thought the biggest drawback of the course was the heavy workload of reading assignments. They also felt the course could benefit from clearer expectations for written assignments and projects. Students thought it was valuable for others interested in taking this course to know that they found it interesting, but that it required a significant time commitment.

EN.660.404.01

Business Law II

David Fisher

Overall quality of the class: 3.76

Summary:

Students praised this course's instructor who taught the practical application of law in business. Students' biggest perceived issue with the course was a belief that the lack of assignments in the course meant that doing poorly on one exam could have a dramatic impact on how well a pupil did in the course. Suggestions for improvement included a broad desire to have more assignments in the course. Prospective students should know that students found the course's workload manageable; however, students found the course had a tough grading scheme.

EN.660.410.01

Computer Science Innovation and Entrepreneurship

Lawrence Aronhime

Overall quality of the class: 4.91

Summary:

Students praised this course for having an approachable and knowledgeable instructor who challenged students to come up with and pitch startup ideas. Perceived issues with the course varied; some students thought that some of the lectures could be boring. Suggestions for improvement largely centered on a desire for more variety in the course; some students wanted the course to include a variety of speakers while another student wanted a greater variety of assignments. Prospective students should know that students found the course to be enjoyable and that it was important to have an interest in business, computer science or both.

EN.660.414.01

Financial Statement Analysis

ENTREPRENEURSHIP MANAGEMENT

Annette Leps

Overall quality of the class: 4.59

Summary:

Students broadly praised this course's instructor for presenting relevant and helpful information. Perceived issues with the course varied; while many students didn't have any issues with the course some students found the course was fast paced and had a heavy workload. Suggestions for improvement were few as many students couldn't see anything to make better in the course. Some students wanted the course to be streamlined or for the course to be broken up into two courses. Prospective students should know that students found the course had a heavy workload, but that they learned a lot.

EN.660.453.01

Social Media and Marketing

Keith Quesenberry

Overall quality of the class: 4.13

Summary:

Students praised this course for covering fun and relatable topics and for having a passionate instructor with an engaging teaching style. Perceived issues with the course varied; however, multiple students thought that the course's lectures could be boring as they often revolved around bland slideshows. Suggestions to improve the course varied; multiple students wanted the course's final project to be spread out over additional weeks so that students would have additional opportunities to receive feedback on their work. Prospective students should know that students found this to be an interesting course that challenged students to develop and improve the social media strategy of a company.

EN.660.460.01

Entrepreneurship

Eric Rice

Overall quality of the class: 3.90

Summary:

Students broadly praised this course for covering interesting subject matter and having a knowledgeable instructor who brought his own experience as an entrepreneur to the classroom. Students had multiple issues with the course; students found the instructor assigned a variety of assignments and often didn't offer enough explanation of what he expected from students. In addition, students broadly complained that the instructor was extremely slow in providing grades and feedback on assignments to the point where multiple students weren't sure how well they were doing in the course. Suggestions for improvement primarily included a desire for improved organization in the course with some students requesting greater clarity on due dates and a quicker return time on assignments. Prospective students should know that students generally said they enjoyed the course and the instructor; however, students also thought that having a background in business was helpful.

EN.660.461.01

Engineering Business and Management

ENTREPRENEURSHIP MANAGEMENT

Michael Agronin

Overall quality of the class: 4.44

Summary:

Students praised this course for covering an interesting topic that had real world applicability. Students perceived various issues with the course; most students found the course's three-hour long lecture draining and that the subjects discussed could be fairly dry. Suggestions for improvement largely centered on a desire for the lecture style to vary with some students requesting the course include more activities while others wanted it to be more interactive. Prospective students should know that students found the course had a manageable workload and that it had an instructor who was committed to helping them succeed.

EN.660.461.02-03

Engineering Business and Management

Illysa Izenberg

Overall quality of the class: 4.76

Summary:

Students praised this course for teaching them about communication and management and showing how the topics discussed in the course had real-life implications. Perceived issues with the course varied. Some students didn't like the course's emphasis on participation and group work while other students found that the expectations for some assignments were unclear. Suggestions for improvement included a desire by multiple students that the course offer more leadership and team building exercises as well as providing students with clearer expectations on assignments. Prospective students should know that students believed that it was important to pick a good learning group for the course because there are many group assignments.

EN.660.606.01

Business of Bioengineering Innovation and Design

Lawrence Aronhime

Overall quality of the class: 4.56

Summary:

Students praised this course for featuring entertaining lectures that provided a good overview of business in relation to medical devices. Perceived issues for the course varied; however, some students found that the course could use a bit more structure as they noted that important points could get lost or glossed over in lectures. Suggestions for improvement included a desire by multiple students that they wished to be challenged more often by the instructor so that they could better master the material. Prospective students should know that students found that the course didn't require student to have a lot of background in business and students found that by interacting with their fellow students during exercises they could learn a lot.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
FILM AND MEDIA STUDIES DEPARTMENT**

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.061.140.01
Introduction to Cinema, 1892-1941
Meredith Ward**

Overall quality of the class: 4.56

Summary:

The instructor’s knowledgeable and engaging teaching style, along with the variety of films screened over the semester were the highlights of this course. Many students made particular note of the instructor, describing her as passionate, thoughtful, and open to every student’s interpretations of films. The worst aspects of the course were the readings that seemed unnecessary, as well as the difficulty of participating in such a large class. Suggestions to improve the class included giving short writing assignments rather than quizzes and having smaller classes or group discussions. Prospective students should know that the course was not an easy A, but it was a wonderful class for those people who are interested in film, students said. The instructor also was highly recommended, students said.

**AS.061.145.01
Introduction to Visual Language
Karen Yasinsky**

Overall quality of the class: 3.70

Summary:

The best aspects of this course were the variety of films covered, the relaxed pace, and the useful and quick feedback. The instructor is knowledgeable and clearly wants her students to succeed and enjoy the class. Students felt there was a lack of organization and little background given to the films, both detracting from the course. They thought that better structure and more organization would improve the class. Prospective students should know that the class involves production as well as theory. Also, having a background in film was not necessary but could be helpful, students said.

**AS.061.150.01
Introduction to Film Production: Rediscovering Early Cinema
John Mann**

FILM AND MEDIA STUDIES

Overall quality of the class: 5.00

Summary:

Students gave high marks to the class, instructor, and material for this course. The instructor was engaging and encouraged creativity and originality in the students. The most common complaint was that the class was over. Students thought Improvements to the equipment and additional readings would make the course better. Students interested in this course should know that it was the best class many students have had thus far at Hopkins. Also, students said the projects were interesting, and the instructor was highly recommended.

AS.061.152.01

Introduction to Digital Film

Jimmy Roche

Overall quality of the class: 3.56

Summary:

This class was highlighted by the chance to work on a large amount of production independently. There was a great deal of hands on learning with the camera and editing software. However, many students found the choice of some films and the lack of equipment to be serious detractors from the class. Only three cameras were shared between nine students, making deadlines much tighter than they should have been. Students thought more equipment would improve the course, as would showing more modern film clips. Prospective students should be prepared for a good deal of hands on camera work and keep an open schedule. The class is enjoyable but is a good deal of work, students said.

AS.061.163.01

Lights, Camera, Action: Screwball Comedy

Lucy Bucknell

Overall quality of the class: 4.36

Summary:

High praise was given to the exposure to a new genre, the class discussions, and the choice of films by students in this class. Students found the one credit, four class arrangement gave a great introduction to film studies without a major commitment. A long class period was the biggest complaint. Suggestions to improve the course included a shorter class time and more instruction for the writing prompts. Prospective students are encouraged to take the course for a break from more stressful classes and enjoy the films, students said.

AS.061.205.01

Introduction to Dramatic Writing: Film

Roberto Buso-garcia

Overall quality of the class: 4.59

Summary:

FILM AND MEDIA STUDIES

According to students, the best aspects of this class were the movie selections, the in class critiques, and the instructor. In particular, the instructor's knowledge of the film industry and feedback on scripts was highly valued. The worst aspect of the class was the long meeting time once a week on Friday afternoon. More frequent and shorter meetings and additional in class assignments were suggested improvements to the course. Students interested in this course should know it is an enjoyable class with a very experienced instructor. You do not need to have a film background, though you should love writing. Also, you will write a 10 minute screenplay over the semester.

AS.061.221.01

Special Topics-Producing the Independent Film Matthew Porterfield

Overall quality of the class: 4.30

Summary:

This course was highlighted by the practical and hands on knowledge from an experienced and interesting instructor. The instructor and guest lecturers had industry experience and were excited to pass that experience along. According to students, the worst aspects of the class were the long class meeting time and the short time for the final project. Suggestions to improve the course included giving the final project earlier in the semester and splitting up the meeting time. Prospective students should know that the course is very hands on and comprehensive. You will learn a great deal about producing an independent film.

AS.061.314.01

Sketching the Scene: Image as Narrative Tool Matthew Porterfield

Overall quality of the class: 4.67

Summary:

The highest praise for this course went to the variety of writing assignments, in class critiques, and the variety of non-traditional films shown. High marks also went to the instructor, who was characterized as being thoughtful, inspiring, and enthusiastic. According to participants, low student participation during critiques was the worst aspect of the class. Additional workshoping time was the most common suggestion to improve the class. Students interested in this course should know this is an interesting class which will introduce creative writing techniques, students said. The class and instructor were highly recommended.

AS.061.325.01

The Westerns of Ford, Leone, & Peckinpah Lucy Bucknell

Overall quality of the class: 4.43

Summary:

In-depth discussion led by a knowledgeable instructor were the best aspects of this class. Students found a new appreciation for the genre through the guided analysis by the instructor. The unreliable audio-visual technology in the room along with unclear assignment instructions were the worst aspects

FILM AND MEDIA STUDIES

of the course. Suggested improvements involved these complaints as well, with students overwhelmingly suggesting more reliable equipment and detailed assignments sheets that are made available to students. Students who are considering this class should know that you will devote most of your Sundays to the class but will come away with a strong understanding of the genre, students said.

AS.061.370.01

Theorizing Popular Culture

Meredith Ward

Overall quality of the class: 4.78

Summary:

Students thought this class was engaging and entertaining, centered on discussions, and led by an enthusiastic instructor. The material presented was relevant and held student's interest while also sparking theoretical and lively discussions. Many students gave the final exam low marks and would have liked more feedback on assignments. Though a few students thought no improvements were needed, some suggested changing the final exam to an essay assignment. Prospective students should know this class is strongly recommended. It requires a good deal of reading but will make you a better student and thinker, students said.

AS.061.371.01

Unrealities: The Fantastic in Film & Fiction

Lucy Bucknell

Overall quality of the class: 4.71

Summary:

Overwhelming praise went to the instructor of this course, who students described as insightful, intelligent, and challenging. Feedback on student writing and analysis of the films were also high points in the class. Occasionally workshop time was short and some discussion questions were difficult to understand. Some suggestions for the course included a request for more structured writing prompts and including more female writers in the readings. Students considering this class are encouraged to take it. The work is meaningful and the instructor will push you to improve.

AS.061.373.01

Intermediate Dramatic Writing

Roberto Buso-garcia

Overall quality of the class: 4.70

Summary:

Students thought the highlights of this class were the enthusiastic and knowledgeable instructor, high quality films, and fascinating material. Many students made particular note of the availability of the instructor despite living in New York. Negative aspects of the course were assignments that felt rushed and for which creativity was constrained because of very specific guidelines. Additional time to workshop peer work, as well as copies of the scripts for films shown in class were suggested improvements to the class. Prospective students should have ideas for the final story early, be prepared to devote time to the creative process, and will be challenged by the instructor, students said.

FILM AND MEDIA STUDIES

AS.061.381.01

Sound on Film

Thomas Dolby, Karen Yasinsky

Overall quality of the class: 3.91

Summary:

Students felt the best aspects of this course included the chance to see a project come together over the course of the semester and the knowledge and expertise of the instructor. The chance for Peabody and Homewood students to work together was another high point of the class. The worst aspects of the course included the short due date for film responses and the lack of much guidance regarding the technical aspects of sound design. Suggestions for improving the course included changing the screening time and going into more depth on the technical aspects of sound production. Prospective students should know that the course is light on technical instruction but the collaborations can be interesting.

AS.061.389.01

Women Making Movies (Europe)

Laura Mason

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.061.413.01

Lost & Found Film

John Mann

Overall quality of the class: 4.83

Summary:

The aspects of the class which garnered the highest praise from students were the creative freedom of assignments, the fantastic instructor, and regular assignments that force improvement. Students were especially pleased with the insightful feedback from the instructor and peers. Technical difficulties and insufficient time for revision were the worst aspects of the class. Students also thought that additional readings would improve the class. Students considering this class should know it is quite theoretical, with grades based more on content over technical proficiency. However, a background in editing software beyond iMovie is useful, students said. This class and instructor were highly recommended, students said.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
GENERAL ENGINEERING DEPARTMENT**

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.500.101.01

What is Engineering?

Overall quality of the class: 3.90

Summary:

Students appreciated the combination of lectures and hands-on laboratory experiences in this course. Some students believed the biggest drawback of the course was that the class was repetitive at times and some topics covered were not relevant. Students thought the course could have benefitted by incorporating Blackboard. Students felt it was valuable for people considering taking this class to know that it required a relatively light workload and was helpful in exposing them to the various fields of engineering, especially for those undecided about their major.

EN.500.111.01

**Hopkins Engineering Applications & Research Tutorials
Robert Ireland**

Overall quality of the class: 4.00

Summary:

Students in this course thought that it was a useful introduction to materials science taught by an engaging instructor. Students found that the course’s biggest drawback was that it covered a great deal of material in a short time. They also believed that the course could be improved by incorporating more interactivity or hands on activities into class time. Students thought it was important for people considering this class to know that the class required little work outside of class.

EN.500.111.02

**Hopkins Engineering Applications & Research Tutorials
Anindya Roy**

Overall quality of the class: 3.85

Summary:

GENERAL ENGINEERING

Students said they enjoyed the engaging topics and opportunities for discussion in this course. Students felt that one of the weaker aspects of this section was an over-emphasis on energy studies. The class could have benefitted from additional discussion or interactivity, students said. They also felt it would be useful for people considering taking this class to know that the course required a light workload outside of class.

EN.500.111.03

Hopkins Engineering Applications & Research Tutorials
Gregory Wiedman

Overall quality of the class: 4.28

Summary:

Students thought this course's best aspect was the opportunity to learn from an engaging instructor who provided insight into current research in drug engineering. Some students thought the weakest aspect of the course was that the class was not taught effectively to those with little knowledge or experience in the subject matter. They also thought the class would benefit from greater discussion during class time. Students thought it would be useful for prospective participants to know that this class had a light workload.

EN.500.111.04

Hopkins Engineering Applications & Research Tutorials
Nuala Del Piccolo

Overall quality of the class: 4.11

Summary:

Students especially enjoyed the opportunity in this course to learn about a subject new to them. They also appreciated the off-site field trip incorporated into the class. Students believed that the biggest drawback of the course was the short duration. They also thought that background knowledge in the subject area was sometimes assumed making it difficult to understand some of the material being taught. They thought that the course could benefit from the addition of hands on activities exploring the techniques being discussed in lectures. Students thought that it would be useful for students thinking about taking the class that it had a small workload and provided a low pressure opportunity to explore the subject matter.

EN.500.111.05

Hopkins Engineering Applications & Research Tutorials
Ehsan Variani

Overall quality of the class: 4.17

This class had 5 or fewer comments.

EN.500.111.06

Hopkins Engineering Applications & Research Tutorials
Andrew Gaynor

GENERAL ENGINEERING

Overall quality of the class: 3.94

Summary:

Students' favorite aspects of this class were the hands-on 3D printing activity and off-site field trip experience. Students thought the course's biggest drawback was the length of class periods. They believed that the course could be improved with greater interactivity during class times. Students thought it was valuable for prospective participants to know that this course provided a useful introduction to a current field of research.

EN.500.111.07

Hopkins Engineering Applications & Research Tutorials

Kristie Wrasman

Overall quality of the class: 4.28

Summary:

Students liked that this course provided an engaging introduction to genetics taught by an instructor who was passionate about the subject of the class. Students believed that the class's biggest drawback was the extended length of class sessions. They thought the course could be improved with greater discussion and interactivity. People considering taking this class should know that it did not require a background in genetics or biology to be comprehensible, students said.

EN.500.111.08

Hopkins Engineering Applications & Research Tutorials

Amir Pourmorteza

Overall quality of the class: 4.16

Summary:

In this course, students especially appreciated the opportunity to learn from an engaging instructor who shared their personal experience with medical imaging. Students thought the class' biggest weakness was the long timespan of the class periods. Students believed the course could have benefitted from additional materials to show some of the equipment and concepts being described, as well as additional interactivity in class periods. Participants thought people thinking about taking the course should know that little background knowledge was necessary for the course and that the instructor helped to make concepts understandable.

EN.500.111.09

Hopkins Engineering Applications & Research Tutorials

Robert Yaffe

Overall quality of the class: 4.58

Summary:

Students particularly enjoyed the interesting subject matter and incorporation of real world examples into this course. Students also appreciated the variety of activities they engaged in. Students thought the class's biggest drawback for this class was the long class sessions. Some students believed that the course could have been improved by exploring fewer topics, and looking into each in greater depth.

GENERAL ENGINEERING

Participants thought it was useful for people thinking about taking this course to know that there was a light workload outside of class.

EN.500.125.01-02

Spatial Reasoning and Visualization for Engineers

Amy Stephens

Overall quality of the class: 4.73

Summary:

Students liked that this class emphasized hands-on activities. Participants found that the weakest aspect of the class was the homework assignments which they thought were too lengthy or not useful. Students believed that the class could be improved with additional Lego activities. They also thought the course could benefit from additional follow-up materials for students to continue practicing exercises. Participants thought it would be helpful for people thinking about choosing this course that the class genuinely useful in expanding their skills.

EN.500.200.01-03

Computing for Engineers and Scientists

Kathryn Hedrick

Overall quality of the class: 4.09

Summary:

Students thought the best aspect of this course were the hands on activities that gave a useful introduction to using MATLAB. Students thought the biggest drawback of the class was the length of the homework assignments. Some also believed that quizzes were not well designed or organized. Students thought it was valuable for potential participants to know that experience with programming could be valuable for this course but was not absolutely necessary.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
GEOGRAPHY AND ENVIRONMENTAL ENGINEERING DEPARTMENT**

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.570.108.01
Introduction to Environmental Engineering
Hedy Alavi**

Overall quality of the class: 4.22

Summary:

Students thought the best aspect of this class was that the engaging instructor covered a broad range of interesting topics. Students also appreciated the incorporation of field trips into the course. They believed that one of the least favorable aspects of the course was digesting the large number of notes provided by the instructor. Students also found that the course could have benefitted from better examples of problems in class. Students thought it was valuable for future participants to know that the emphasis of the class was on technical and mathematical aspects of the field rather than broad environmental issues. They also believed that the course was a good introduction to the field for those considering it as a career.

**EN.570.205.01
Ecology
Grace Bush**

Overall quality of the class: 3.60

Summary:

Students thought their favorite aspects of this class were the field trips and the enthusiasm of the instructor. Students found that the weakest aspect of the class was that lectures sometimes seemed unfocused. Students thought the course could be best improved with better guidance for homework and tests and better organized slides during lectures. They also thought it was valuable for future participants to know that this course had a relatively low workload.

**EN.570.285.01
Understanding Aid
William Ball, Emma Cervone**

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

Overall quality of the class: 3.00

Summary:

Students thought the best aspect of the class was the interesting subject matter and blend of disciplines. They found that the weakest element of the course was the discussion in class which they thought could have been more effectively guided. Students also thought the class also could have been improved with better instructions for assignments. They felt it was most valuable for people considering taking the class to know that the class required a substantial amount of reading.

EN.570.301.01

Environmental Engineering Fundamentals I

Kai Loon Chen

Overall quality of the class: 3.20

Summary:

Students thought their favorite aspect of this class was the clarity of the instructor in explaining concepts. They felt that the course's weakest aspect were the lectures which they found could have been more engaging and delivered at a slower pace. Students thought the course could have been improved with the timely return of feedback on homework assignments. They also believed it was valuable for potential participants to know that there was an emphasis on chemistry in this course.

EN.570.305.01

Environmental Engineering Systems Design

Joseph Ellis

Overall quality of the class: 4.58

Summary:

Students believed the best aspect of this class was the knowledgeable and helpful instructor. They also enjoyed working on the final project for the course. Some students thought the least beneficial aspect of the class was that the first few classes emphasized theoretical material that was difficult to understand. Students thought the class could be improved by making the final project count for a large portion of the final grade. Students also thought they could use more practice problems to prepare for exams. They felt it would be most useful for future participants to know that this course was a helpful introduction to systems design.

EN.570.334.01

Engineering Microeconomics

Benjamin Hobbs

Overall quality of the class: 3.08

Summary:

Students thought the best aspect of the class was how the instructor effectively connected the subjects of engineering and economics in an engaging way. Students thought the biggest drawback of the class was lengthy and overly difficult homework assignments. Several students also found the notes posted from lectures to be disorganized and difficult to follow. Students felt the class could be improved with

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

simpler homework assignments and clarifying lecture notes to help students not coming to the course with economics experience. Students also thought it was important for people thinking about taking it to know that the course was challenging and required a significant amount of time for assignments.

EN.570.351.01

Introduction to Fluid Mechanics

William Marr

Overall quality of the class: 3.84

Summary:

Students thought their favorite aspect of this class was that it was taught by a passionate and engaging instructor. Students also liked the use of weekly quizzes for review. They believed the worst aspect of the class is that the subject of the class diverged from the fundamentals of fluid mechanics and instead emphasized naval engineering. Students thought the course could be improved by shifting the focus to fluid mechanics and with the addition of more practice problems in preparation for exams. They thought that it's valuable for future participants to know that while the teacher for the class was outstanding, it's important for people to know they would not receive a thorough introduction in fluid mechanics from this class as it was taught.

EN.570.353.01

Hydrology

Ciaran Harman

Overall quality of the class: 2.70

Summary:

Students praised the instructor for the passion and knowledge he brought to this course. Students also thought the extra credit quizzes were a useful learning tool. They believed the biggest drawback of the course was that they needed to use the Python programming language for assignments, which many students were unfamiliar with and were not taught in the course. Students commented that the course could be improved with preparation materials offered for the course's exams. They also thought it was important for potential participants to know that knowledge of programming in Python was valuable for this course and that the course required a significant time commitment.

EN.570.403.01

Ecology

Grace Bush

Overall quality of the class: 3.22

Summary:

Students praised this course for having an extremely knowledgeable and passionate instructor who covered a broad range of topics during in-class lectures and added an entertaining field trip to the experience. Perceived issues with the course included a belief that it was highly disorganized to the point where students thought that topics were taught via anecdotes rather than by explaining key concepts. In addition, students found that grading seemed harsh and arbitrary. Suggestions for improvement included a desire by multiple students for information to be taught in a more organized

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

way with some students wanting the instructor to organize lessons around PowerPoint slides and lecture notes which could be turned over to students. Prospective students should know that students found that the course had a moderate workload and that attending lectures and taking good notes were essential to success in this course.

EN.570.411.01

Engineering Microbiology

Edward Bouwer

Overall quality of the class: 4.17

Summary:

Students praised this course for having an instructor who clearly explained topics to students in well-organized and interesting lectures. Students' issues with the course varied. Multiple students had issues with the labs as student found they were long and tedious to complete with some students finding the lab instructions hard to follow. Suggestions for improvement included a belief that the lab experience could be improved with one student wishing the labs took less time to complete. Prospective students should know that students found the course required them to have a good background in physical chemistry, ecology, biology and math.

EN.570.419.01

Environmental Engineering Design I

Edward Bouwer

Overall quality of the class: 3.11

Summary:

Students praised this course for featuring a variety of helpful lectures that were led by guest speakers from the industry. Perceived issues with the course varied; some students thought that some of the speakers were poor communicators which made lectures long and boring. Other students disliked that they didn't have much creative input in their final project's design. Suggestions for improvement included a belief that the course could be improved if students were given clear guidance on what to expect on exams. Prospective students should know that students found the course included a variety of interesting guest speakers and had a manageable workload.

EN.570.428.01

Problems in Applied Economics Research

Steve Hanke

Overall quality of the class: 4.76

Summary:

Students praised this course for exposing them to interesting research. Perceived issues with the course included a belief that the course's workload was quite demanding. Suggestions for improvement varied; while many students didn't have any issues with the course, multiple students wanted to receive more feedback and personal attention from the instructor. Prospective students should know that students found the course demanding but appreciated it for giving them an opportunity to apply knowledge they had gained from theoretical economics courses.

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

EN.570.442.01

Environmental Organic Chemistry

A Roberts

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.570.443.01

Aquatic Chemistry

Alan Stone

Overall quality of the class: 4.50

Summary:

Students praised this course for having an enthusiastic instructor who ran well-organized lectures. Perceived issues with the course greatly varied. Some students found assignments to be long and tedious. Suggestions for improvement included a belief that the course could be redesigned to make it more applicable to environmental engineering principles. Prospective students should know that students found it important to have a foundation in inorganic and physical chemistry prior to taking the course.

EN.570.445.01

Physical and Chemical Processes

William Ball

Overall quality of the class: 4.00

Summary:

Students praised this course for having a knowledgeable and understanding instructor. Students found the course and the instructor to be somewhat disorganized with students noticing that the course quickly abandoned the syllabus. Suggestions for improvement included a belief that the course could be better organized with multiple students believing that time could be better managed during class. Prospective students should know that students found that a background in fluid mechanics and hydrology was important for success in this course. They should also know that students found it important to complete the assigned readings before lectures.

EN.570.470.01

Applied Economics and Finance

Steve Hanke

Overall quality of the class: 4.90

Summary:

Students praised this course for covering practical financial matters that students found would be helpful for a career in finance. Students had few issues with the course, although one student felt that the course had a significant amount of work. Suggestions for improvement were also few, although one

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

student wished the workload was more manageable. Prospective students should know that students found the course took a very practical look at finance that would be helpful for their careers. Students also found that having a background in finance was helpful.

EN.570.490.01

Solid Waste Engineering and Management

Hedy Alavi

Overall quality of the class: 4.24

Summary:

Students praised this course for having an enthusiastic instructor who led informative and enjoyable lectures. Perceived issues with the course largely centered on a belief that the three hour lectures were far too long and made it hard for students to maintain their focus. Students thought the course could be improved if the instructor made the guidelines clearer for projects. Prospective students should know that students found the course had a manageable workload and focused on landfills and how to manage them.

EN.570.493.01

Economic Foundations for Public Decision Making

Thomas Coleman, Benjamin Hobbs

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.570.495.01

Mathematical Foundations for Public Decision Making

Justin Williams

Overall quality of the class: 4.11

This class had 5 or fewer comments.

EN.570.497.01

Risk and Decision Analysis

Seth Guikema

Overall quality of the class: 4.66

Summary:

Students praised this course for having an engaging instructor who used a mixture of teaching styles in order to keep lectures interesting and engaging. Perceived issues with the course included a widespread belief that the instructor frequently missed lectures and left students in the hands of less than effective substitute teachers. Suggestions for improvement varied greatly. Some students thought the course would benefit from new technologies such as online lectures and assignments. Prospective students should know that students found the course covered a good deal of interesting material and that they felt a background in probability was helpful.

GEOGRAPHY AND ENVIRONMENTAL ENGINEERING

EN.570.601.01

IGERT Water, Climate and Health Colloquium

Grace Bush

Overall quality of the class: 4.57

This class had 5 or fewer comments.

EN.570.608.01

Data Analytics for Engineering, Policy Analysis and Management

Seth Guikema

Overall quality of the class: 4.00

Summary:

Students praised this course for teaching them the R programming language and providing practical advice for data analysis. Perceived issues with the course included a widespread belief that the instructor's busy work schedule meant that students didn't get much or any feedback on assignments. Suggestions for improvement included a desire by multiple students for additional feedback from the instructor. In addition, some students wanted additional structure during lectures with one student asking for the instructor to work through more example problems during lectures. Prospective students should know that students found the course involved challenging work but that it covered a good deal of essential knowledge.

EN.570.645.01

Reaction Mechanisms in Environmental Organic Chemistry

A Roberts

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
GERMAN AND ROMANCE LANGUAGE AND LITERATURE DEPARTMENT**

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

**AS.210.101.01-03
French Elements I
Claude Guillemard**

Overall quality of the class: 4.78

Summary:

Highlights of this class were the enthusiastic and approachable instructor and the effective pace of the class. Students found the structure of assignments logical and made learning a new language more enjoyable. Many students found the online component frustrating and were displeased by the number of class meetings per week. Suggestions for improvement included changing the time of the lecture and giving more opportunity to practice pronunciation in class. Students interested in learning French were encouraged to take this course.

**AS.210.103.01
Learner Managed French Elements I
Bruce Anderson**

Overall quality of the class: 4.89

This class had 5 or fewer comments.

**AS.210.111.01-03
Spanish Elements I
Michelle Tracy**

Overall quality of the class: 4.28

Summary:

Students praised this course for having a small class size, an engaging instructor and a variety of in-class activities. The instructor provided several modes of learning to benefit all the learning styles of the class. Many students thought the uneven distribution of skill level in the class was the worst aspect. The class could be improved by ensuring that everyone enters with similar previous knowledge, and if there were

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

fewer questions per homework. Students thinking about taking this class should know that students who took the course found that it was very helpful to have some knowledge of Spanish or another Romance language. The workload was steady but manageable.

AS.210.111.04

Spanish Elements I

Lauren Judy

Overall quality of the class: 4.29

Summary:

High points in this class were the small class size, the variety of assignments, and the engaging and relaxed instructor. Group presentations and the variety of previous experience among students were the worst aspects of the course. Suggestions for improving the class included giving more opportunities to practice pronunciation and ensuring that all students start out at the same level. Prospective students should know that the course required regular work; however, students found that so long as students kept up with assignments they would do well in the course.

AS.210.111.05

Spanish Elements I

Matteo Cantarello

Overall quality of the class: 4.09

Summary:

The best aspects of this course included the emphasis on basic vocabulary, learning culture along with language, and the relaxed and engaging atmosphere. The fast pace and constant workload were the worst aspects of the course. Suggested improvements included more conversational practice and fewer MySpanishLab assignments. Students who are considering this class should know that students found that so long as they kept up with assignments and attended classes they were able to do well in the course.

AS.210.112.01

Spanish Elements II

Francisco Gomez Martos

Overall quality of the class: 3.92

Summary:

The high points of this class included the relaxed atmosphere, ample opportunity to practice speaking and the lack of busy work. All the assignments were clearly useful. Students were split regarding the worst aspects, with some citing the rapid pace and others finding things too easy. Suggestions to improve the class included learning more colloquial vocabulary and fewer of the online assignments. Prospective students should know that this can be a very challenging course for students who have only had Elements One, but with self-direction and consistent effort they will do well.

AS.210.112.02

Spanish Elements II

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Alejandro Alvarez Herrera Lasso

Overall quality of the class: 3.85

Summary:

The best aspects of this class were the engaging and patient instructor, the small class size, and the inclusion of cultural lessons along with language. The worst aspects included the number of assignments and the unclear explanation of expectations and due dates. Fewer online assignments and more uniformity of prior experience were suggested improvements to the course. Prospective students should know that their experience in the class will vary a great deal based on who is teaching. This instructor was recommended for students who do not feel very proficient in the language yet.

AS.210.112.03

Spanish Elements II

Ian Rogers

Overall quality of the class: 4.33

Summary:

This class was highlighted by a great instructor, frequent chances to listen and practice speaking, and a reasonable pace. Many students thought their questions about assignments or concepts were answered very completely by the instructor. The large class size made it difficult to speak up and many students were disappointed by the movie which was hard to understand. Suggested improvements included giving more time to practice speaking in class and more specific expectations for the presentations. Prospective students should know that there is a big jump between Elements One and Two and those without previous Spanish might find this class difficult at first. There is regular work and as long as that is completed you should do well.

AS.210.112.04

Spanish Elements II

Mary Speer

Overall quality of the class: 3.57

Summary:

The best aspects from this course were the in-class discussions, group projects, and the variety of learning methods. Additionally, the small class size made it easier to practice speaking conversationally. The assignments on MySpanishLab and the inexperienced instructor were the worst aspects of the class. Suggested improvements to the class included giving more clarity with regards to the expectations of the instructor and fewer online assignments. Prospective students should know students found that having more experience with Spanish beyond Elements One was helpful, but not necessary. The workload was steady but typical for a language course.

AS.210.151.02

Italian Elements I

Francesco Brenna

Overall quality of the class: 4.21

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Summary:

This course was highlighted by the immersive nature, interesting and engaging instructor, and the inclusion of cultural information. Many students found learning from a native speaker who could share colloquial dialogue and personal experience made learning a new language more enjoyable. The worst aspects of the course were the discrepancies between the textbook and in class lessons, the online portion of homework, and the lack of some basic vocabulary lessons. Suggestions to improve the course include using a better textbook and giving more basic vocabulary in class. Prospective students should know that there is a steady workload that should be attended to daily. The class provides a great introduction.

AS.210.151.03

Italian Elements I

Pervinca Rista

Overall quality of the class: 4.67

Summary:

The best aspects of this course included the immersive nature of the classroom, a helpful and patient instructor, and the small class environment. Students appreciated starting from the very basics. The online exercises were the most poorly rated aspect of the class, as well as the lack of clear vocabulary lists. The class could be improved by having fewer Sentieri exercises and more vocabulary and grammar worksheets. Prospective students should know the class requires a good deal of work, but you will absolutely learn the language.

AS.210.151.04

Italian Elements I

Alessandro Zannirato

Overall quality of the class: 4.60

Summary:

In class conversations, collaborative work, and an enthusiastic and encouraging instructor were some of the best aspects of this course. Students pointed out how enjoyable the class was despite the workload. The worst aspect of the class was by far the online tool, Sentieri. Students overwhelmingly found it to be disjointed from the rest of class and an overwhelming amount of work. Suggestions to improve the class included more opportunities to practice composition and fewer online assignments. Prospective students should know the class is less intimidating for those with some previous Romance language, but it is not necessary. The workload is consistent but manageable and the course provides a great introduction to Italian.

AS.210.161.01

German Elements I

Jason Yonover

Overall quality of the class: 4.20

Summary:

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

The highlights from this class were the immersive nature of the classroom, the small class size, and the intellectual challenge of learning a new language. The students on the whole thought the group dynamic made class more enjoyable and challenging. The worst aspects of the class included the difficulty of the language and the frequency of class meetings. Suggestions to improve the course included more time to practice conversation in class and starting out the semester using more English. Prospective students should know that students found the workload was consistent and you will need to study outside of class consistently to succeed.

AS.210.161.02

German Elements I
Deborah Mifflin

Overall quality of the class: 4.00

Summary:

The best aspects of this class were the enthusiastic and engaging instructor, the incorporation of cultural lessons along with language, and the clear preparation for Elements II. Many students thought the challenge of German was another plus for the class. However, the amount of homework that a few labeled as busy work and the fast pace of the semester were the worst aspects of the class. Suggested improvements included making attendance optional and forgoing the online assignments for more conversation practice. Prospective students should know that the course had a heavy workload but students were surprised at how much they learned in one semester.

AS.210.161.03

German Elements I
Esther Edelmann

Overall quality of the class: 4.67

Summary:

The highlights from this class include the encouraging and helpful instructor and the variety of learning activities. Students had everything from typical lectures to field trips to movies, all of which provided an additional facet of the language. As is the case with many language classes, the steady homework was the worst aspect of the class. Suggestions to improve the course included having more tests over the semester rather than one midterm and one final, and giving more opportunities to practice speaking in class. Prospective students should know that the course requires a good deal of time each week outside of class but you will be surprised by how much you learn in a few months.

AS.210.171.01

Italian Elements I for Advanced Spanish Speakers
Alessandro Zannirato

Overall quality of the class: 4.22

Summary:

High praise was given to the rapid pace of the class and the engaging learning material. Students found the connection between Spanish and Italian helpful. However, many students did not think the class had enough structure and found it more like an independent study with little guidance from the instructor.

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Additional formal instruction and more writing practice were suggested improvements to the course. Prospective students should know that in order to receive credit students found it important to have completed both Elements I and II. Students found that proficiency in Spanish made the course easier.

AS.210.177.01

Portuguese Elements

Flavia De Azeredo Cerqueira

Overall quality of the class: 4.88

Summary:

This class was very enjoyable, the instructor was patient and helpful and students found the class structure enhanced their learning. In addition to language instruction, the instructor introduced Brazilian culture. Though many students could not find fault with the class, some thought the homework was repetitive and felt like busy work. More vocabulary and additional guest speakers would improve the class. Prospective students should know it was helpful to have a background in Spanish or other Romance languages. This class and instructor were highly recommended.

AS.210.201.01

Intermediate French I

Julia Hartley

Overall quality of the class: 4.56

Summary:

The highlights from this class were the variety of in class activities, the total immersion in the language, and the small class size. Many students praised the professor for spending time going over weak areas and giving students the chance to go back over tests to correct mistakes. The worst aspect of the class was the time spent on the online exercises which often felt like busy work. One common suggestion to improve the class was to give more class time to practicing conversation. Prospective students should know that this was a standard language class with a reasonable workload. Students found it was important to stay on top of the various assignments, but the grading was fair and the class was recommended.

AS.210.201.02

Intermediate French I

Ioana Cooper

Overall quality of the class: 4.06

Summary:

Many students thought the variety of media shown in class, the feedback from the professor, and the focus on writing were the best aspects of the class. Several students felt they had learned more in this semester than in any other semester of a language. Negative aspects of the class included the online exercises and the large class size. Additional instruction in grammar and more movies were suggestions to improve the class. Students who are interested in signing up for this class should know that it is beneficial to review prior to the start of the semester. The class is recommended for those who are looking for a more in-depth understanding of the language.

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

AS.210.201.03; 05
Intermediate French I
Suzanne Roos

Overall quality of the class: 4.43

Summary:

Frequent interaction with classmates, helpful and clear instruction from the professor, and the mix of oral and written practice highlighted this course. Additionally, students felt that the professor was very responsive when help was needed and kept the class engaging and interesting. The worst aspects were the online exercises and the number of assignments to keep track of. The course could be improved with more in class discussion in French and additional movie screenings. Prospective students should know that while there is a steady workload, this class is much more enjoyable than Elements and you will become quite skilled in the language.

AS.210.201.04
Intermediate French I
Nicole Karam

Overall quality of the class: 4.71

Summary:

This class was marked by a relaxed yet well-structured atmosphere, opportunities to correct mistakes, and the inclusion of movies and music in class. The professor was helpful and engaging. The worst aspects of the class included the lack of much feedback and the repetitive online exercises. Suggestions to improve the class include showing additional movies and making grades accessible through Blackboard. Prospective students should know that this class will prepare you for the upper level French courses. This professor is highly recommended.

AS.210.201.06
Intermediate French I
Autumn Vowles

Overall quality of the class: 3.22

Summary:

The best aspects of this class included the small group size, the hard working and fun professor, and the French movies. Students felt that the professor genuinely cared about their success and she took their suggestions to heart. The lack of much French culture and the online assignments were the worst aspects of the class. Fewer online assignments, more cumulative tests, and more in-class French could improve the class. Prospective students should know that the class may seem like a review if you are slightly above intermediate, but is still an enjoyable class and worth taking.

AS.210.209.01
The Sounds of French
Bruce Anderson

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Overall quality of the class: 5.00

Summary:

The professors enthusiasm for the material along with the unique and unexpected aspects of the language covered were overwhelmingly the best aspects of the class. Though many students could not find anything bad about the class, a few thought not knowing the meaning of words that were being learned phonetically was frustrating. More group work and student participation would improve the class. Prospective students should know that this is a fun and interesting class ideal for anyone learning French. You only need an basic understanding of French to succeed in the class.

AS.210.211.01; 06

Intermediate Spanish I

Sara Urruticoechea Romero

Overall quality of the class: 4.74

Summary:

The highest praise for the course went to the small class size, the engaging professor, and the immersive nature of the classes. Additionally, students greatly appreciated how well organized the professor made the class, and that she posted all homework and lesson plans for the week online. The worst aspects of the course were the uneven distribution of work and the focus on grammar over conversation. The class could be improved with more in class discussions and a more even distribution of work. Prospective students should know that the small class size is excellent and that the workload is manageable. This professor is highly recommended.

AS.210.211.02; 04-05

Intermediate Spanish I

Barry Weingarten

Overall quality of the class: 4.42

Summary:

The best aspects of this class were the small size, the manageable workload, and the engaging class discussions. The professor was highly praised for his understand and helpful teaching style, and the immersive environment he maintained. The worst aspects of the class were the uneven spacing of due dates and the sometimes intimidating feedback from the professor. Suggestions to improve the class included fewer online assignments, more in class speaking, and more current examples like movies or radio shows. Prospective students should know that there is no English allowed in this class and the professor can seem intimidating, however both of these things will help you become more fluent.

AS.210.212.02-03; 05

Intermediate Spanish II

Sergio Ruiz-Perez

Overall quality of the class: 4.03

Summary:

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

The best aspects of this class included the small class size, opportunities for conversation and the constant interaction and feedback in the classroom. Many students gave the professor high praise for his attentive and knowledgeable teaching style. However, the online assignments felt repetitive and useless, and the movie was difficult to understand. Suggestions to improve the class included replacing the textbook, having in class presentations rather than the voice thread assignments, and more opportunities to practice speaking in class. Prospective students should know that the class, like most languages, requires regular studying to do well, but the grading is very fair and the professor makes class fun.

AS.210.212.06
Intermediate Spanish II
Cathleen Carris

Overall quality of the class: 4.29

Summary:

The professor, in class conversations, and well organized semester were the best aspects of this class. Many students also appreciated the immersive style of class. However, the focus on grammar over comprehension or composition was the worst aspect of the class. Adding a short novel or other Spanish literature would improve the class. Prospective students should come to the class already proficient as it moves quickly, but the workload is standard for a language, and as long as you keep up with the little assignments you will do well.

AS.210.251.02
Intermediate Italian I
Beatrice Variolo

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.210.251.03
Intermediate Italian I
Lorenzo Bacchini

Overall quality of the class: 4.36

Summary:

The best aspects of this class were the opportunities to read short stories, group work, and immersive style of the class. The professor also garnered high praise for his encouraging teaching style. Homework did not always seem useful and they tended to add up all at once. The class could be improved by spending more time on cultural studies and idiomatic phrases. Prospective students should know the workload is typical for a language class and this professor is very enjoyable.

AS.210.261.01
Intermediate German I
Gertraud Johnne

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Overall quality of the class: 3.88

Summary:

This class is highlighted by constant improvement because of the immersive nature of class, an understanding professor, and the interactive classes. Additionally, there is a good deal of German culture included. The worst aspect of the course was the feeling that much of the work was just busy work and the professor was often disorganized. Better organization and adding movies and music to the assignments could improve the class. Prospective students should be able to understand spoken German well as the class is entirely in German from the first day.

AS.210.261.02-03

Intermediate German I

Heidi Wheeler

Overall quality of the class: 4.60

Summary:

The best aspects of this class were the small class size, the opportunity to practice speaking, and the understanding and passionate professor. Students thought the small class size and the encouraging professor made the class environment very conducive to relaxed learning. The worst aspect of the class was the workload and due dates that seemed to spring up unexpectedly. A more even spread of assignments, more opportunity for creative writing, and additional group conversations could improve the class. Students considering this class should be comfortable speaking German in front of a group, and should be able to dedicate a fair amount of time to the work.

AS.210.277.01

Intermediate/ Advanced Portuguese

Flavia De Azeredo Cerqueira

Overall quality of the class: 4.75

Summary:

The engaging professor and practice with speaking Portuguese were some of the highlights of the class. Students appreciated the focus on written and verbal communication and loved the inclusion of Brazilian culture. The worst aspects of the class included the textbook and not knowing grades throughout the semester. More frequent meetings and more lessons on culture could improve the class. Prospective students should know that the class required a significant time commitment, but typical of a language class. The professor was highly recommended.

AS.210.301.01

Advanced Writing and Speaking in French

Marie Alinho

Overall quality of the class: 4.36

Summary:

Students praised this course for improving students' grammar and vocabulary. Students also appreciated the opportunity to have discussions which challenged them to think in French. Students'

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

perceived issues with the course varied as some felt that the instructor's goals for homework, commentaries and the final were unnecessarily vague. Suggestions for improvement varied widely; multiple students wished that the course had a greater emphasis on small group discussions so they could work on developing conversational French. Prospective students should know that students found the course required them to have a solid foundation in French. Students also got the most benefit if they were willing to speak up and be engaged in the course.

AS.210.301.02; 07

Advanced Writing and Speaking in French

Bruce Anderson

Overall quality of the class: 4.21

Summary:

Students praised this course for challenging them to improve their French language skills by speaking conversational French in the classroom. They also appreciated the course being well organized. Perceived issues with the course varied; some students felt the course's lack of a central textbook made it hard for student to work on their skills independently. Suggestions for improvement varied and included a desire for the course to focus on current events and issues in Francophone countries. Prospective students should know that students were challenged to start speaking French in class from the first day of instruction, and they found this requirement helpful to improving their language skills.

AS.210.301.03

Advanced Writing and Speaking in French

Rebecca Loescher

Overall quality of the class: 3.43

Summary:

Students praised this course for having a small class size that promoted engagement and interaction. Perceived issues with the course varied; students had dramatically different opinions on the difficulty of the course with multiple students describing the course as too easy and another group describing it as rough. Multiple students also had issues with the instructor who was described as being demeaning to students when they made a mistake. Suggestions for improvement included a desire by multiple students that the course be geared more towards exploring French culture and media. Prospective students should know that students found there was a wide range of skill levels among class members. Students also found they needed to have a solid background in French in order to succeed.

AS.210.301.04

Advanced Writing and Speaking in French

Kathryn Haklin

Overall quality of the class: 4.43

Summary:

Students broadly praised this course's engaging and fun instructor for creating an interesting and interactive classroom environment. Perceived issues with the course varied widely and included criticism such as one student who said the assigned reading was daunting and another student who

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

wished students were assigned a textbook. Suggestions for improvement included a broad desire among students for more in-class discussions in French. Prospective students should know that students found the course requires a lot of participation, but it was helpful to developing language skills.

AS.210.301.05

Advanced Writing and Speaking in French

Guido Furci

Overall quality of the class: 4.18

Summary:

Students praised this course for having a lively and enthusiastic instructor who promoted a casual and conversational classroom environment. Perceived issues with the course varied. Many students thought the course had boring and dense assigned readings. Similarly, students thought there was an excessive amount of written assignments in the discussion-focused course. Suggestions for improvement included a broad belief that students would have benefited from more oral exercises and more grammar-focused activities. Prospective students should know that students found a strong background in reading, writing and conversing in French was necessary for success in this course.

AS.210.301.06

Advanced Writing and Speaking in French

April Wuensch

Overall quality of the class: 3.25

Summary:

Students praised this course for having a small-class size and laid-back atmosphere that enabled group discussions. Perceived issues with the course varied; multiples students thought the instructor was disorganized, while others commented it took far too long for students to get feedback on exams. Suggestions for improvement included a desire for a quicker turnaround time for grades on assignments as well as a request that more of the class be conducted in French, or at least have more oral exercises. Prospective students should know that students felt this course was far from an "Easy A." Students did find the course did improve the French language skills of those who applied themselves.

AS.210.309.01

The Sounds of French

Bruce Anderson

Overall quality of the class: 4.33

Summary:

Students praised this course for having a passionate and knowledgeable instructor who worked to improve students' accents in this interactive course. Perceived issues with the course varied; some students thought that it was hard sometimes to understand the instructor's feedback while another student thought there weren't enough oral practices. Suggestions for improvement varied as well. Some students wished the instructor's feedback was better explained while another student wanted the course to be conducted entirely in French. Prospective students should know that students found the

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

course was a great way to improve their French language skills and that it gave them a new insight on the French language.

AS.210.311.01

Advanced Spanish I

Naiara Martinez-Velez

Overall quality of the class: 4.43

Summary:

Students praised this course for having a bright and creative instructor who promoted interesting discussions. They also appreciated the small class size. Perceived issues with the course were few though some students thought the grammar in the course was graded harshly and perhaps not taught as effectively as possible. Suggestions for improvement included a desire by multiple students that the course include more opportunities to practice speaking Spanish. Prospective students should know that students found it important to have a solid foundation in Spanish and they should come ready to work on reading, writing and speaking Spanish.

AS.210.311.02-03; 05

Advanced Spanish I

Aranzazu Hubbard

Overall quality of the class: 4.50

Summary:

Students praised this course for giving students a significant exposure to the Spanish language and for helping students develop their Spanish writing, reading and speaking skills. Perceived issues with the course included a belief that the course's workload was heavy to the point where it was even hard for some students to keep track of work. Suggestions for improvement included a desire by multiple students that the course offer students more opportunities to practice speaking Spanish. Prospective students should know the course was conducted entirely in Spanish and students found it had a heavy workload.

AS.210.312.02-03

Advanced Spanish II

Sara Urruticoechea Romero

Overall quality of the class: 4.44

Summary:

Students praised this interactive course that worked on students' ability to both speak and comprehend Spanish, as well as their understanding of Spanish grammar. Perceived issues with the course varied; some students found that some of the assignments and in particular some of the textbook readings were dry and somewhat boring. Suggestions for improvement included a desire among multiple students for more opportunities to improve oral skills through in-class discussions. Prospective students should know the course had a steep learning curve; however, students found the course was an effective way to improve their Spanish fluency and their understanding of Spanish grammar.

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

AS.210.312.04

Advanced Spanish II

Naiara Martinez-Velez

Overall quality of the class: 4.46

Summary:

Students praised this fun and interactive course for promoting in-class discussions and activities that helped develop their writing and grammar skills. Perceived issues with the course included a general feeling that the course had a heavy workload that made it hard for students to keep up with the work. Students also thought that the course's mandatory attendance policy was too rigid. Suggestions for improvement varied; many students were fine with the course although some wished that the course focused more on vocabulary. Prospective students should know that students found that participation in the course was essential.

AS.210.313.01-02

Medical Spanish

Naiara Martinez-Velez

Overall quality of the class: 4.68

Summary:

Students praised this course and its small class size for creating an environment where the instructor could interact with each individual. Students also praised the course for expanding their vocabulary and for incorporating a variety of teaching styles and materials such as video presentations, discussions and assigned readings. Perceived issues with the course varied although multiple students felt the course had too many assignments. Suggestions for improvement varied though multiple students thought that the course could be improved if the course included more in-class discussions and interaction. Prospective students should know that students found the course demanded that students have a strong foundation in spoken and written Spanish.

AS.210.314.01

Spanish for International Commerce

Maria Del Rosario Ramos

Overall quality of the class: 2.20

This class had 5 or fewer comments.

AS.210.316.01

Conversational Spanish

Loreto Sanchez

Overall quality of the class: 4.33

Summary:

Students praised this course for having an instructor who worked to engage all students in this course that used a complete immersion approach to mastering Spanish. Perceived issues with the course

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

included a belief from most students that it took a long time to get grades back on assignments, and when they did receive them, there was little feedback. Suggestions for improvement largely centered on receiving more homework assignments and an increased amount of feedback when assignments were returned. Prospective students should know that students found the course was a great way to improve their comprehension of Spanish and their ability to speak conversationally.

AS.210.316.02

Conversational Spanish

Sergio Ruiz-Perez

Overall quality of the class: 4.00

Summary:

Students praised this course for having a friendly instructor who spurred timely discussions in Spanish. Perceived issues with the course varied; multiple students found that the course's exams were surprisingly difficult and students felt unprepared for them. Suggestions for improvement largely centered on students desiring a change to the way exams were handled in the course. Some students wanted the number of exams increased so that each tested less vocabulary. Others wanted more in-class practice in order to prepare for exams. Prospective students should know that students should come into the classroom prepared to speak Spanish. In addition, students found it important to practice and think in Spanish outside of class.

AS.210.319.01

Salsa! The Afro-Antillean song

Maria Del Rosario Ramos

Overall quality of the class: 4.00

Summary:

Students praised this course for having a passionate and knowledgeable instructor who led students in this conversation focused course that examined music's importance in culture. Students had a variety of issues with the course. Most students found that the course and the instructor were extremely disorganized which made it hard to understand what was important and what they should take from the experience. Suggestions for improvement primarily centered on a desire for greater organization including having a better sense of objectives for the class. Other students wanted improvements in the course's grading system, including faster turnaround time on grades and more feedback. Prospective students should know that students found the course was a relaxed experience in which participation was important.

AS.210.351.02

Advanced Italian I

Michele Zanobini

Overall quality of the class: 4.08

Summary:

Students praised this course for giving them the opportunity to explore a range of Italian historical, literary and cultural concepts. Perceived issues with the course varied and included a belief from

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

multiple students that the 14-person class was too big and should have been shrunk since the course was an advanced class. Suggestions for improvement varied although most students asked that the pace of the course be adjusted to take into account that students had differing levels of strength in Italian. Prospective students should know that students found it important to have a solid foundation in Italian and Italian grammar in particular.

AS.210.361.01

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

Anna-Lisa Baumeister

Overall quality of the class: 4.22

Summary:

Students praised this course for giving students an opportunity to practice and improve their ability to speak and write in German while learning about post-World War II Germany. Perceived issues with the course varied with some students finding the workload too heavy in the course, while others thought the course focused too much on speaking and not enough on writing in German. Suggestions for improvement included a desire by some that the workload in the course be decreased, while other students asked that writing assignments be incorporated into the course. Prospective students should know that students found the course had a heavy workload. Also, the course included a focus on mastering not only the language but gaining an understanding of German culture and history as well.

AS.210.361.02

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

Deborah Mifflin

Overall quality of the class: 3.83

Summary:

Students praised this course for giving students an opportunity to practice and improve their ability to speak and write in German while also learning about post World War II Germany. Perceived issues with the course varied; some students thought the instructor was disengaged with the class. Other students found the class size was too big for an advanced language class. Suggestions for improvement included a desire by most students that they had a better sense deadlines for assignments. Prospective students should know that students found the course had a significant workload and that it was important to keep up with the assigned reading and homework in order to be successful in the course.

AS.210.411.01

Translation for the Professions

Maria Del Rosario Ramos

Overall quality of the class: 3.50

Summary:

Students praised this course for having a fun and engaging instructor who gave students a look at how to do translations professionally. They also enjoyed how this interactive course had a small-class size. Perceived issues with the course included a broad sense among students that the course was disorganized. Students found the instructor provided little guidance for how assignments would be

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

graded and when guidelines were given, they were sometimes given verbally which made it difficult for them to write them down. In addition students found that the instructor was slow to return work back to students which left them wondering how well they did on exams. Suggestions for improvement logically focused on a desire for the instructor to improve the course's organization by providing students with clearer guidelines on assignments and to return grades to students much faster. Prospective students should know that students found the course required a strong understanding of Spanish and participation was an important part of the grade.

AS.210.417.01 **Eloquent French** **Kristin Cook-Gailoud**

Overall quality of the class: 4.71

Summary:

Students praised this course for having an open and approachable instructor who kept the course's subject matter varied which helped to keep students engaged. Students criticized this course for being somewhat disorganized to the point where students didn't know what to expect from it. Suggestions for improvement varied; some students wanted additional attempts to listen to and speak in French. Other students wanted a more solid syllabus and in particular a schedule for assignments. Prospective students should know that students recommended the course and found that the course demanded that students to participate in order to improve their mastery of French.

AS.211.104.01 **Freshman Seminar : Weimar on the Pacific : German Exile Culture in the Uni** **Andrea Krauss**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.211.265.01 **Panorama of German Thought** **Rochelle Tobias**

Overall quality of the class: 4.21

Summary:

The best aspect of the course was that it was discussion based, allowing the instructor and students to interact with each other. The lectures were found to be fascinating, and the lecturers always seemed to be well prepared. Students found the worst aspect of the course to be the heavy readings. As far as suggestions, students would like to make discussions more engaging amongst the entire class. Prospective students should know that it is imperative to do the readings, as class discussions will be almost impossible without having done so.

AS.211.304.01 **Paris Souterrain : Paris Underground** **Rebecca Powers**

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.211.340.01

Topics in French Cinema: "Immigration, identité, différence culturelle"

Suzanne Roos

Overall quality of the class: 4.27

Summary:

The best aspect of the course was watching and discussing the various films. Students enjoyed the film selection and relaxed atmosphere that the course provided. Some students mentioned that they had to watch movies on their own, and that sometimes discussions were not always effective due to the lack of participation. Students suggested that more interaction from their peers, as it would help encourage discussion. Prospective students should know that the course uses a variety of mediums to provide exposure to French culture.

AS.211.390.01

Modern Spanish Culture

Julia Baumgardt

Overall quality of the class: 4.26

Summary:

The best aspect of the course was that the instructor made it very engaging. Students found it easy to stay interested in the material, as discussions were active and the atmosphere was relaxed. Some students felt that the class was rather lengthy, and at times readings were dense. Suggestions for improvement included a bit of restructuring that would allow for a better flow of material and the course in general. Prospective students should know that participation is required and that it would be beneficial to know Spanish with some fluency.

AS.211.401.01-02

La France Contemporaine I

April Wuensch

Overall quality of the class: 3.90

Summary:

The best aspect of the course was the breadth of material covered. Students thoroughly enjoyed learning about French history and culture. The worst aspect of the course was that many students found the course to be disorganized and complained that there was a lack of timely feedback. Students urged that assignments be return in a more timely fashion, in addition to more organization overall. Prospective students should know that the course has a moderate workload, with heavy emphasis on the French political system.

AS.212.333.01

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Introduction à la littérature française

Elena Russo

Overall quality of the class: 3.82

Summary:

The best aspect of the course was that the instructor was very engaged, from genuine interest in the topic, to thoughtful group discussions. There is a good text selection throughout the course. Students noted the worst aspect of the course to be the amount of required reading and the occasionally drawn-out discussions. Students suggest that the course would be improved if there was participation amongst the entire class, and possibly more background given about assigned readings. Prospective students should know that a high level of French is required, as readings are in French. Also, there are weekly journals that tie into class discussions.

AS.212.333.02

Introduction à la littérature française

Jacky Neefs

Overall quality of the class: 4.43

This class had 5 or fewer comments.

AS.212.429.01

Thesis Prep

Jacky Neefs

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.213.310.01

Classic German Theater

Katrin Pahl

Overall quality of the class: 4.43

This class had 5 or fewer comments.

AS.214.278.01

Italian Film

Bernadette Wegenstein

Overall quality of the class: 4.20

This class had 5 or fewer comments.

AS.214.437.01

The Intellectual World of the Italian Renaissance

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Christopher Celenza

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.215.231.01

Introduction to Literature in Spanish

Gabrielle Ponce

Overall quality of the class: 4.78

Summary:

The best aspect of the course was the wide reading selection, which provided a great overview of Spanish literary history. Students found the instructor to be knowledgeable and enthusiastic about the course. The worst aspect of the course was the amount of required reading. In order to improve the course, students suggested that more focus be placed on entire text, opposed to excerpts. Prospective students should know that there is a lot of required reading and writing involved to be successful.

AS.215.231.02

Introduction to Literature in Spanish

Christopher Ray

Overall quality of the class: 4.82

Summary:

The best aspect of the course was the engaging instructor. Students felt encouraged to learn in the enthusiastic atmosphere, and valued the provided feedback. The worst aspect of the course was the amount of required reading. In order to improve the course, students suggested that there be more time allotted for class discussions. Prospective students should know that there is a lot of work associated with the course, but the instructor makes it interesting, and there's a big takeaway.

AS.215.243.01

Freshman Seminar: The Middle Ages in Film

Nadia Altschul

Overall quality of the class: 3.80

Summary:

Students agreed that the best aspect of the course was the opportunity to watch various films. Additionally, students noted that there is light workload for the course. Students found the worst aspect of the course to be its length, which led to drawn-out movie discussions. In order to improve the course, students suggested meeting twice weekly, or possibly mixing up the structure of the class to include more variety. Prospective students should know that it's an interesting course that reviews Middle Age culture. Also, participation is important as it helps to drive discussions.

AS.215.336.01

Don Quijote

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

Harry Sieber

Overall quality of the class: 4.00

Summary:

Students found the instructor to be not only knowledgeable, but extremely passionate about the Don Quijote. Additionally, students enjoyed the field trip to the Peabody Library. The worst aspects of the course were the rather lengthy readings and less than clear grading system. In order to improve the course, students suggested a more structured/detailed syllabus. Prospective students should have solid skills in Spanish literature.

AS.215.350.01

Mexico : An interdisciplinary approach to the construction of our image and Sara Castro-Klaren

Overall quality of the class: 4.29

Summary:

Students noted that the best aspect of the course was the insightful, yet approachable instructor. Professor Castro-Klaren delivered captivating lectures that stimulated discussions throughout the semester. Students felt as though the course was a bit disorganized, with little form. In order to improve the course, students suggested adding more structure, as it should alleviate any confusion. Prospective students should definitely have an interest in Latin American studies, and be prepared for a decent amount of reading and essay writing.

AS.215.415.01

Horror in Spanish Literature William Egginton

Overall quality of the class: 4.89

Summary:

Students praised the instructor for his intellect and ability to lead such an engaging class. Professor Egginton encourages open discussion and provides thoughtful feedback. The worst aspect of the course was the heavy reading load. Suggestions for improving the course were scattered, with the main focus of providing more clarity on grades and lightening the reading load. Prospective students should know that the subject matter is very stimulating, and Professor Egginton is a great instructor.

AS.215.443.01

Hispanic Literatures and the Arts Eduardo Gonzalez

Overall quality of the class: 4.60

Summary:

Students praised the instructor for his knowledge and enthusiasm throughout the course. Professor Gonzalez's insight and book selection helped tie the course together. The worst aspect of the course was the amount of reading. Some students mentioned that there was a lack of clarity regarding grades

GERMAN AND ROMANCE LANGUAGE AND LITERATURE

and expectations. In order to improve the course, students suggested providing more feedback. Prospective students should know that it's an engaging class, and it's important to do the readings.

AS.216.307.01

Reflective Mirrors: Israeli and Palestinian Cinema

Neta Stahl

Overall quality of the class: 4.11

Summary:

Students found the best aspects of the course to be the movies and discussions. The course material was noted as thought provoking, yet very relevant. The worst aspects of the course were its length and limited discussions. In order to improve the course, students suggested altering the structure so that class met more than once a week, or possibly had a break during the long section. Prospective students should know that it's a very interesting course and the films are crucial to discussions.

AS.216.342.01

The Holocaust in Israeli Society and Culture

Neta Stahl

Overall quality of the class: 4.20

Summary:

Students found the instructor to be very knowledgeable and enthusiastic. The engaging classroom atmosphere was ideal for discussions. The worst aspect of the course was the lack of diversified views. In order to improve the course, students suggested having more varied discussions and an increase in participation. Prospective students should know that is beneficial to have some prior knowledge, otherwise the course is rather manageable.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
HISTORY DEPARTMENT**

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.100.102.01-02; 04-06
The Medieval World
Gabrielle Spiegel**

Overall quality of the class: 4.03

Summary:

Students felt the best aspects of this class were the knowledgeable and engaging instructor, the depth of material covered, and the chance to have further discussions in section. Many students thought the trip to the Walters to view some primary sources was especially enjoyable and tied together readings with firsthand experience. The worst aspects of the course were the dry and confusing lectures and the ambiguous grading system. Better organization in the lecture slides and fewer short writing assignments were common suggestions for improvement. Students who are considering this course should know that there are weekly reading response essays which could become a burden sometimes. However, students also should know the class is interesting and they will enjoy the dark ages more than they thought.

**AS.100.114.01; 03-04
Making America: U.S. History in the Age of Atlantic Revolution
Francois Furstenberg**

Overall quality of the class: 3.73

Summary:

Students thought the interesting material and engaging instructor were the high points of this course. The time period is presented in a new way, highlighting all of the connections so familiar concepts are presented from a new perspective. The worst aspect of the course was the disorganization, particularly prior to the midterm. Suggestions to improve the class included fewer readings assigned from the beginning of the semester, more structure, and better lecture slides. Prospective students should know that this class required a good deal of reading, though the instructor revised the syllabus at the midpoint, and grading was very strict.

AS.100.193.01

HISTORY

Undergraduate Seminar in History **Ronald Walters**

Overall quality of the class: 3.81

Summary:

Students thought this course was highlighted by the engaging and invested instructor and TA, the overview of research methods, and independent research. The class was intellectual stimulating and the original research was exciting. The worst aspect of the course was by far the demanding readings that often felt disconnected from lectures. Suggestions to improve the class included having fewer readings, more discussion, and better organization in the research schedule. Students interested in this course should know it is only relevant to history majors and is focused on independent research.

AS.100.193.02 **Undergraduate Seminar in History** **Erin Rowe**

Overall quality of the class: 4.55

Summary:

Students felt the best aspects of this class were the class discussions, the introduction to various types of historical research, and the useful feedback on research topics. Additionally, there were occasionally home baked goodies. The worst aspect of the class was the uneven distribution of work. Many students would have liked more class time dedicated to the thesis work, or additional one-on-one meetings to review research topics. Prospective students should know this class is designed for people who want to be a historian and that the instructor is highly recommended.

AS.100.204.01 **Freshman Seminar: Abraham Lincoln and his America** **Michael Johnson**

Overall quality of the class: 4.63

Summary:

Students praised this course for having a knowledgeable instructor who led the small class through a variety of texts. Perceived issues with the class included a belief by multiple students that the weekly lectures could drag when they ran more than two hours long. Suggestions for improvement included a desire by multiple students that the course's weekly lecture be broken up into shorter classes throughout the week so sessions could be more interactive. Prospective students should know that students found the course to be enjoyable and they found it writing and reading intensive.

AS.100.219.01 **Chinese Cultural Revolution** **Tobie Meyer-Fong**

Overall quality of the class: 4.13

Summary:

HISTORY

Students praised this course for having an engaging instructor who provided a strong explanation of the Cultural Revolution. Perceived issues with the course primarily focused on a perception that the course lacked organization with some students saying that lectures were confusing. Suggestions for improvement included a desire by multiple students that the workload be modified with some students requesting the amount of reading and homework be decreased. Prospective students should know that students should expect to do a good amount of reading and that some knowledge of the Cultural Revolution was useful.

AS.100.222.01

Freshman Seminar: Slavery and Cinema Matthew Heerman

Overall quality of the class: 3.81

Summary:

Students praised this course for its teaching style which involved a mixture of watching films, reading essays and group discussions. Students primarily saw two issues with the course; some students thought that class discussions could drag when students didn't participate in discussions. Other students thought the instructor was a harsh grader. Suggestions for improvement included multiple students requesting the instructor provide greater context to the films that were screened. Prospective students should know that students found that a basic understanding of American History was necessary for success in the course and that the course was also reading intensive.

AS.100.249.01

Baltimore as Historical Site Mary Ryan

Overall quality of the class: 4.27

Summary:

Students praised this course for taking them on field trips around Baltimore that allowed them to dig deeper into the history of the city. Students also appreciated the enthusiasm of the instructor. Students had few issues with the course though some students found some of the classes, particularly the ones that didn't involve field trips into the city, weren't as engaging. Suggestions for improvement included that on the days where the class doesn't include field trips, the instructor find ways to keep students engaged in the lecture by making them more interactive. Prospective students should know that students praised this course for giving them a greater understanding of Baltimore's history while taking them on multiple field trips around the city.

AS.100.309.01

American Social Thought since 1865 Angus Burgin

Overall quality of the class: 5.00

Summary:

Students praised this course for having an engaging instructor who gave good feedback in the course that was a "survey of American intellectual history." Perceived issues with the course included a belief

HISTORY

from multiple students that the course had an excessive amount of reading and in particular that the more interesting pieces weren't discussed during lectures. Suggestions for improvement included a belief that the course should incorporate the required texts into in-class discussions more effectively. Prospective students should know that students found the course interesting, although they recommended students have a solid background in U.S. history and intellectual thought.

AS.100.310.01

The French Revolution

Laura Mason

Overall quality of the class: 4.79

Summary:

Students praised this course for having an expert instructor who managed to split the course well between his lectures and student-led discussions. Perceived issues with the course varied with many students feeling the course had a heavy reading load while others felt the instructor's grading on papers was harsh. Suggestions for improvements included a desire for the instructor to cut down on the amount of assigned reading; other students wanted to explore the impact of the Revolution in a broader context such as examining its effect on trade and nobles. Prospective students should know that students found that the course required a decent amount of work and that it required students to be engaged during in-class discussions.

AS.100.314.01

The Enlightenment

Michael Kwass

Overall quality of the class: 4.56

Summary:

Students praised this course for having an enthusiastic instructor who split classes into experiences that were half lecture and half in-class discussions. Perceived issues with the course were few though some students thought the high amount of reading could be hard to keep up with and dry. Suggestions for improvement varied greatly with some students wishing the course offered more graded assignments while others wanted to increase the amount of time spent having discussions in-class. Prospective students should know that students found the course required them to do a lot of reading and there was an expectation that students be an active participant during in-class discussions.

AS.100.318.01

The Age of Revolution

Gabriel Paquette

Overall quality of the class: 4.92

Summary:

Students praised this course for having an engaging and knowledgeable instructor who offered useful feedback in this "thought-provoking" course. Perceived issues with the course varied; while some students couldn't see any issues with the course, others thought the course had a heavy amount of required reading. Suggestions for improvement included a desire by multiple students that the course

HISTORY

cut down on the amount of assigned reading so that students could focus more on text that are essential to the course. Students also found that keeping up with assigned readings was essential to doing well during in-class discussions.

AS.100.320.01

Writing U.S. Empire

Nathan Connolly

Overall quality of the class: 4.64

Summary:

Perceived issues with the course included a belief among students that the course lacked structure with some students saying the instructor was hard to get a hold of because of other commitments he had. Others thought that assignments and other scheduled items tended to get cancelled frequently which made the syllabus of little use. Suggestions for improvement varied with some students simply requesting greater structure in the course while others wanted additional opportunities to improve their writing such as peer reviews. Prospective students should know that students found the course was both writing intensive and a tough but effective way to improve intermediate writing skills; however, some students did find the critiques somewhat emotionally draining.

AS.100.347.01

Early Modern China

William Rowe

Overall quality of the class: 3.74

Summary:

Students praised this course for having an enthusiastic instructor who integrated cultural, economic and political perspectives into lessons. Perceived issues with the course included a widespread feeling that the course lacked a bit of structure as some students complained the instructor would go off on tangents and that the instructor's expectations on assignments were unclear. Suggestions for improvement largely centered on a desire by many students that the instructor focus the course so lectures stayed on course and students had a better understanding of what was expected of them. Prospective students should know that students found that despite the general lack of organization, the course was highly enjoyable.

AS.100.353.01

Youth and Youth Movements during 20th Century: Germany, Britain

Hanno Balz

Overall quality of the class: 4.53

Summary:

Students broadly praised this course which focused on an interesting topic and had an approachable and passionate instructor who worked to keep everyone engaged during lectures. Perceived issues with the course primarily focused on the course's structure with students finding that with the course only meeting for two and a half hours once a week, it was hard for students to keep their interest up the entire time. Most of the student's ideas to improve the course focused on the length of each class; many

HISTORY

students requested the course switch from meeting once a week to meeting multiple times a week for shorter spans of time. Prospective students should know that students found the course's workload was manageable and the instructor was helpful and nice.

AS.100.366.01
The American Dream
Paige Glotzer

Overall quality of the class: 4.42

Summary:

Students praised this course for covering an interesting topic and for including field trips that gave them first-hand experience with the issues brought up in the course's assigned reading. Perceived issues with the course included a belief among most students that the amount of required reading was excessive and at times dense and boring. Suggestions for improvement varied, though most students wished for a decrease in the amount of assigned of reading in the course so students could focus more on what they were assigned to read rather than just skimming it. Prospective students should know that participating in this course made students reconsider what "success" means in America.

AS.100.415.01
Papyrus, Parchment, and Paper
Marina Rustow

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.100.426.01
Popular Culture in Early Modern Europe
John Marshall

Overall quality of the class: 4.61

Summary:

Students praised this course for covering an interesting topic and for having an engaging instructor who was described as the "gem of the history department." Perceived issues with the course included a belief from some students that the course could be improved if students' grades didn't depend on a few make-or-break assignments but instead there were more graded exercises. Likewise, suggestions for improvement included a desire by multiple students that the instructor increase the number of graded assignments in the course so students would have additional opportunities to show the knowledge they've gained. Prospective students should know that students found the course didn't require any prior knowledge of history, although students found the course had a lot of reading.

AS.100.482.01
Historiography Mod China
William Rowe

Overall quality of the class: 4.82

HISTORY

Summary:

Students praised the discussions in this course that were guided by a professor widely described as fantastic and thoughtful. Perceived issues with the course included a belief by multiple students that the assigned readings in the course were excessive and some of them were dry. Suggestions for improvement included a desire for greater clarity in the class. Some students asked for better explanations of the themes being explored in the course's assigned readings as well as greater clarity on the grading process. Prospective students should know that students found that completing assigned readings before class was crucial to being able to participate in class discussions.

AS.100.486.01

Jim Crow in America

Nathan Connolly

Overall quality of the class: 4.88

Summary:

Students praised this course for having a fantastic instructor who spurred on wonderful discussions in this small class. Perceived issues with the course included a belief that the course had an onerous amount of assigned reading. Other students disliked that some classes were cancelled due to the instructor's absence. Suggestions for improvement included a desire by multiple students that the course have more structure; in particular, students wanted the syllabus to list and stick to specific deadlines for assignments. Prospective students should know that students described this course as an enjoyable one that discussed a difficult and challenging topic.

AS.100.488.01

The Early Caribbean and the Atlantic World Seminar

Philip Morgan

Overall quality of the class: 4.50

Summary:

Students praised this course for having an exceptional instructor who covered a broad number of topics including American, Caribbean, Latin American, African and European History. Students broadly disliked the amount of assigned reading in the course, which multiple students described as excessive and more like a graduate-level course. Suggestions for improvement included a desire from multiple students that having one long class each week made it hard for students to pay attention; students suggested that it would be better to have two weekly sessions instead of one long class. Prospective students should know that students found that the course required reading hundreds of pages of text each week.

AS.100.499.01

Film and Propaganda in Nazi Germany

Hanno Balz

Overall quality of the class: 4.67

Summary:

HISTORY

Students praised this course for combining a mixture of film and other material to give students a new perspective on Nazi propaganda and the Holocaust. They also described the instructor as funny, intelligent and relatable. Perceived issues with the course included a belief that the course had an excessive amount of assigned reading. Suggestions for improvement were few, although some students wanted fewer readings and for those readings to be tied into in-class discussions. Prospective students should know that students found the course had a good amount of reading and that the entire experience made them question how media affects the audience.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
HISTORY OF ART DEPARTMENT**

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
Felipe Pereda**

Overall quality of the class: 3.81

Summary:

Students praised this course for covering varied and interesting subject matter and for having an enthusiastic instructor. Perceived issues with the course included a belief that there was an excessive amount of required reading and that it wasn't incorporated into the in-class discussion. Suggestions for improvement included a desire by multiple students that the instructor provide more foundational information about artwork particularly for those who may not have a background in art. Prospective students should know that students found the course was a good introduction to Johns Hopkins' art history courses; however, students found that having a background in art history was helpful.

**AS.010.201.01
Attack the Canvas! Violence & Aggression in Painting, 1947-1977
Katharine Johnson**

Overall quality of the class: 4.94

Summary:

Students praised this course for having a kind and engaging instructor who allowed students to look at art from different angles. Perceived issues with the course were few; however, one student felt pressed for time during exams while another student wished more students would participate in group discussions. Suggestions for improvement were also few, although, a couple students wished lecture slides were provided to students. Prospective students should know that students found the instructor made art interesting for those not familiar with it; however, students found that a background in art history was helpful.

**AS.010.209.01
Art Since 1945
Molly Warnock**

HISTORY OF ART

Overall quality of the class: 4.62

Summary:

Students praised this course for having an engaging and passionate instructor who went over a variety of material. Perceived issues with the course included a belief from multiple students that the instructor could sometimes become very lofty in her descriptions of the artwork. Other students found it hard to take notes due to the instructor's fast speaking style. Suggestions for improvement included a belief that the course could be improved if the lectures were made more interactive so students would have more opportunities to speak up and engage with each other. Prospective students should know that students found the course was interesting. They also found it important to pay attention and take notes during class.

AS.010.211.01

Monuments of Asia

Rebecca Brown

Overall quality of the class: 4.48

Summary:

Students praised this course for having an engaging instructor who covered a variety of interesting material. Perceived issues with the course included a belief that the course was writing intensive, requiring multiple essays. Suggestions for improvement from multiple students included that the course be made more interactive such as by adding more group activities or presentations. Prospective students should know that the course focused on Asian architecture and it was open to students with little or no background in art history.

AS.010.212.01

Mirror Mirror: Reflections in Art from Van Eyck to Velasquez

Mitchell Merback

Overall quality of the class: 4.64

Summary:

Students praised this class for being intellectually challenging with an instructor who cared deeply about the course. Students had few issues with the course though some students felt the assigned readings were pretty dense. Suggestions for improvement included ones from multiple students that the course integrate readings into in-class discussions more effectively. Prospective students should know that students found the course somewhat uneven as the first third was rather technical while the latter two thirds were about interpretation, history and psychology.

AS.010.232.01

Art and Architecture of the Medieval Mediterranean World

Christopher Lakey

Overall quality of the class: 4.33

Summary:

HISTORY OF ART

Students praised this course for having an engaging and qualified instructor who covered architecture with a particular focus on the history and context of pieces. Perceived issues with the course included a belief that the assigned reading could be dense and boring and that the exams were too lengthy. Suggestions for improvement varied. Multiple students wanted to have more in-class discussions and a reduction in the number of assigned readings. Prospective students should know that students found this course to be a fun and interesting introduction to medieval art that didn't require students to have any prior knowledge about the topic.

AS.010.233.01

Art and Astrology in the Middle Ages Marius Hauknes

Overall quality of the class: 4.17

Summary:

Students praised this course for covering interesting and original subject matter. They also appreciated the course's knowledgeable instructor. Perceived issues with the course included a feeling from some students that there wasn't enough structure with one student finding that the lectures could feel slow while another felt the in-class discussions were dry. Suggestions for improvement for the course varied greatly; one student wanted more structure in the in-class discussions so that they didn't drag. Prospective students should know that students found the course didn't expect students to have any prior knowledge of the subject matter; however, students found there was a high amount of reading, but that completing the reading was essential to making sure in-class discussions were effective.

AS.010.300.01

Michelangelo and His Contemporaries: License, Controversy, and Reform Stephen Campbell

Overall quality of the class: 4.57

Summary:

Students praised this course for covering interesting subject matter. They also liked the way the instructor peppered lectures with interesting personal stories and anecdotes. Perceived issues with the course focused on a belief that the course lacked a bit of structure; some students said the instructor wouldn't cover what was discussed in the syllabus because he had fallen behind. In addition, students said they felt that midterms and papers were graded harshly and points were taken off assignments for unexplained reasons. Suggestions for improvement included a belief from multiple students that the course needed additional structure; some students wanted the instructor to update the course's syllabus as changes occurred while another student wanted clear expectations for graded assignments. Prospective students should know that students felt the course had a fair workload and that it was a great introduction to Michelangelo and the Renaissance. While students felt a background in history would aid success in the course, it wasn't required.

AS.010.303.01

Flavian Art, AD 69-96 Pier Luigi Tucci

Overall quality of the class: 4.18

HISTORY OF ART

Summary:

Students praised this course for covering an interesting topic and for having an “extremely knowledgeable” instructor. Perceived issues with the course included a belief from multiple students that some parts of the instructor’s lectures were disorganized. Suggestions for improvement included a desire by multiple students that the instructor clarify his lessons by picking more focused reading for the class to complete before lectures. Prospective student should know that students found the course was about architecture as well as art. Students also found that the course involved a good deal of studying and that it would be attractive to anyone with an interest in Flavian art or Roman art in general.

AS.010.320.01

Art of Colonial Peru

Lisa Deleonardis

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.010.365.01

Art of the Ancient Andes

Lisa Deleonardis

Overall quality of the class: 4.90

Summary:

Students praised this course for having a passionate instructor who facilitated discussions in this lecture-style course. Students had few issues with this course. One of the few complaints was that the course covered so many interesting topics that sometimes the course had to leave an interesting topic unexplored in order to explore another topic. Suggestions for improvement were also few as students broadly liked the course although a couple of students wished the course had study guides available. Prospective students should know that students believed that the course was welcoming to anyone regardless of whether they had a background in art; however, one student thought that a background or at least an interest in art history would be helpful.

AS.010.400.01

Looking at Language: Vision and Textuality from Surrealism to the Present

Molly Warnock

Overall quality of the class: 5.00

Summary:

Students praised this course for being a hybrid course that included a mixture of both undergraduate and graduate students all of whom brought interesting perspectives to this discussion-focused course. Perceived issues with the course included a belief by most students that the course had a large amount of assigned readings, much of which were dense. Suggestions for improvement varied; however, multiple students thought that it would improve the course if students met for multiple sessions each week instead of meeting in one long session. Prospective students should know that students found this

HISTORY OF ART

was a great class that involved both graduate and undergraduate students. They also thought the course didn't require an art history background, just strong writing skills and an appreciation for art.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
HISTORY OF SCIENCE AND TECHNOLOGY DEPARTMENT**

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.140.105.02-04
History of Medicine
Mary Fissell**

Overall quality of the class: 4.24

Summary:

Students praised this course as being a great introductory history course with multiple students finding the lecture and discussions sections perfectly complimented each other. Perceived issues in the course varied with multiple students feeling that the course, which involved regular writing assignments, could be somewhat time intensive. Suggestions for improvement varied; some students simply wanted a drop in the number of assigned papers while others wanted clearer guidelines on what was expected for assignments. Prospective students should know that no prior knowledge is needed for the course and that students found it was essential to attend class and take notes.

**AS.140.115.01
Freshman Seminar: Humans and Artifacts
Yulia Frumer**

Overall quality of the class: 3.79

Summary:

Students praised this seminar-style course for allowing students to discuss a variety of topics and in particular for allowing them to see them from various viewpoints. Perceived issues with the course included a belief among multiple students that the course had too much assigned reading and that much of that reading was dry. Suggestions for improvement included a desire from multiple students that rather than having a large group discussion, it would be better to have students break into small groups to discuss readings and other topics. Prospective students should know that students found the course was a discussion-focused experience. Also, the course involved weekly writing assignments and a fair amount of reading.

**AS.140.117.01
Freshman Seminar: Writing about Science and Medicine**

HISTORY OF SCIENCE AND TECHNOLOGY

Nathaniel Comfort

Overall quality of the class: 4.58

Summary:

Students praised this course for having a talented professor and amazing weekly discussions aided by the small-class size. Perceived issues with the course included a general feeling from multiple students that the more than two-hour-long class was too long and could be draining. Other students felt that the readings were excessively long. Suggestions for improvement were few as students expressed satisfaction with the course; however, some students felt that scheduling office hours before the class wasn't helpful to students. Prospective students should know that students found the course was writing intensive and they should keep up on the reading in order to be successful in the course.

AS.140.226.01

Aviation in America

Layne Karafantis

Overall quality of the class: 4.00

Summary:

Students praised this course for being a fun class with a fantastic instructor and interesting material. Perceived issues with the course included a belief from multiple students that the workload in the course was uneven so that there were noticeable ramp ups and slowdowns in the assignments and readings. Suggestions for improvement included a desire from multiple students that the workload be spread out. Prospective students should know that students found the course was fun and interesting and didn't presume they had a background in aviation.

AS.140.311.01

Ecology, Health, and the Environment

Sharon Kingsland

Overall quality of the class: 3.11

Summary:

Students praised this course for covering an interesting subject and featuring an instructor who was willing to meet with students outside of class. Perceived issues with the course included a belief of multiple students that the instructor had high, but not always clear expectations for assignments and presentations. Suggestions for improvement included a desire by multiple students that the course include more graded writing assignments. Prospective students should know that students found that much of their final grade depended on how well students did on a final paper and presentation.

AS.140.320.01

Modernity on Display: Technology and Ideology in the Era of World War II

Robert Kargon, Arthur Molella

Overall quality of the class: 4.08

Summary:

HISTORY OF SCIENCE AND TECHNOLOGY

Students praised this course for including interesting lectures where students were able to learn more about world history by examining the World's Fairs. Perceived issues with the course included a belief from most students that the course's lectures were too long and dry which made it hard to pay attention in a three-hour-long lecture. Suggestions for improvement varied widely among students with some wishing that the course would cover more recent World's Fairs and involve fewer assigned readings. Prospective students should know that students found that the course involved reading lengthy texts.

AS.140.321.01-02 **Scientific Revolution** **Maria Portuondo**

Overall quality of the class: 4.50

Summary:

Students praised this course for having a passionate and well-spoken instructor who covered an interesting subject in a well-paced class. Perceived issues with the course included a belief from some students that classmates who didn't participate in discussions in section weren't as productive as they could be. Suggestions for improvement included a desire by some students for more direction and insight on how to do close readings of primary sources. Prospective students should know that students found that the course focused more on history than on technology and that having a background in history was helpful in succeeding in the course.

AS.140.352.01 **Who Wants to be a Billionaire?: High Tech and the American University** **Susan Morris**

Overall quality of the class: 3.93

Summary:

Students praised this course for teaching them about past academic entrepreneurs and inventions, in particular ones that started at Hopkins. Perceived issues with the course included a widespread feeling among students that lectures in the course could be monotonous and boring. Suggestions for improvement largely centered on a desire by students that the course move away from dry lectures, have shorter class times and focus more on hands-on learning. Prospective students should know that students found that the course primarily involved students listening and taking notes during in-class lectures.

AS.140.371.01 **The History of Forensic Medicine** **Seth LeJacq**

Overall quality of the class: 4.21

Summary:

Students praised this course for having an "awesome" teacher who inspired good group discussions on the course's interesting topic. Perceived issues with the course included a belief that the instructor simply read from his notes during lectures and as a result crammed too much information into classes.

HISTORY OF SCIENCE AND TECHNOLOGY

Suggestions for improvement included a desire from multiple students that the instructor should lighten the reading load in the course. Prospective students should know that students found the course involved a substantial amount of reading every week.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
HUMANITIES DEPARTMENT**

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.300.290.01

**Freshman Seminar: Shakespeare and his “Goddess:” Real and Imaginary Love
Elizabeth Patton**

Overall quality of the class: 4.78

Summary:

Students found this small, discussion-focused course an engaging and insightful look at poetry that provided a respite from larger lecture-style courses. Perceived issues in the course largely focused on a belief that the course’s more than two hour long lectures were too long and strained students’ attention spans. In addition students found that there was an “insane” amount of reading in the course. Most students suggested the course could be improved by splitting the course into smaller sessions on multiple days each week. Prospective students should know that students found the course was writing and reading intensive and that despite the course’s title, it covers not only love but other topics such as theology and religion.

AS.300.303.01

**Multum in Parvo: Forms of Short Fiction
Richard Macksey**

Overall quality of the class: 3.85

Summary:

Virtually every student described the course’s “kind,” “intelligent,” and “thoughtful” instructor as a highlight of this course. While students enjoyed and respected the instructor, they did find significant issues with the course. Multiple students found that the instructor tended to wander off topic to the point that multiple students felt classes could be shortened. In addition, students found they received no feedback on assignments. Suggestions for improvement included a desire from multiple students that lectures be more interactive and that the instructor provide timely feedback on papers and assignments so students would know how well they were grasping the subject matter. Prospective students should know that students found the course a great experience; however, multiple students found they were unsure what they learned from it.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
INFORMATION SECURITY INSTITUTE DEPARTMENT**

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 the class: 4.37

Summary:

Students believed that the best aspect of this class was the opportunity to learn about legal cases related to their field. They found that the biggest drawback to the course was that the lectures were delivered over a remote internet feed and thought the remote teaching environment could be improved so that technical issues were less distracting. Students also thought the course could also be improved by offering additional preparatory materials before lectures. They believed it was important for potential participants to know that there was a substantial amount of reading for the course.

**EN.650.433.01
Embedded Computer Systems
George Kalb**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**EN.650.457.01
Computer Forensics
Timothy Leschke**

Overall quality of the class: 4.46

Summary:

Students thought the most favorable aspect of the course was the practical applicability of the homework assignments. They thought the least favorable element of the course were the lectures which they believed could have been more engaging. Students also felt the course could be improved with greater interactivity in classes. They thought it was important for potential participants to know

INFORMATION SECURITY INSTITUTE

that this course was a good opportunity to gain both a practical and theoretical understanding of computer forensics.

EN.650.458.01

Introduction to Cryptography

Xiangyang Li

Overall quality of the class: 4.29

This class had 5 or fewer comments.

EN.650.621.01

Critical Infrastructure Protection

Lanier Watkins

Overall quality of the class: 4.47

This class had 5 or fewer comments.

EN.650.655.01

Implementing Effective Information Security Projects

Michael Kociemba

Overall quality of the class: 4.25

Summary:

Students thought their favorite aspect of this course was the professor who they found to be helpful and knowledgeable. They believed that the least favorable aspect of the class was the lack of discussion in class. Students also thought that the class could be improved with a reduced number of writing assignments or by turning the writing assignments into projects. Students felt it was important for potential participants to know that the writing for the class would require a substantial time commitment.

EN.650.655.01

Information Security Projects

Anton Dahbura, Xiangyang Li

Overall quality of the class: 4.19

Summary:

Students thought the best aspect of this class was the chance to hear about relevant topics from industry professionals through the guest lectures. They found that the only drawback of the course was that some lectures could be less than engaging. Students also thought that the course could improve with more advance information about guest lecturers. They also believed the class could benefit from more interactivity during sessions. In addition, students thought it was valuable for people considering taking this class to know that the course would be more interesting and useful if they already had some experience with studying information security.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
INTERDEPARTMENTAL DEPARTMENT**

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 the class: 4.29

Summary:

Students thought the best aspects of the course were the small class size, engaging discussions, and variety of reading material. The professor also brought meaningful insight to the discussions. At times the workload became overwhelming and it often seemed that the professor was looking for one particular answer rather than the student’s original conclusion. Suggestions to improve the course included adding more interaction during lecture and giving more leeway to the type of essays students write. Prospective students should know that the course had a very heavy reading schedule with regular essay assignments, but the reading was interesting and intellectually stimulating.

**AS.360.133.03
Great Books at Hopkins
Jean McGarry**

Overall quality of the class: 4.22

Summary:

Students felt the highlights of this class included the variety of books and the advanced nature of the course. Many students also enjoyed the intellectual challenge the course presented. The worst aspects of the course were the confusing schedule and the fast pace of the readings. Suggestions to improve the course included having a more structured schedule of lecture days and section days, and giving more time for each book. Prospective students should know that you do not need to be an English major to enjoy the class, though you should love reading.

**AS.360.133.04
Great Books at Hopkins
Jacky Neefs**

INTERDEPARTMENTAL

Overall quality of the class: 3.80

Summary:

Students thought highlights from the class included reading such a wide variety of books that spanned such a long time period and that were so intellectually challenging. The chance to hand in first drafts of essays for ungraded feedback was also greatly appreciated. The worst aspect of the class was the lack of discussion during section meetings. The class could be improved by reducing the number of books so there was more time for each one. Prospective students should know that the class required intense and regular work but the course was very rewarding.

AS.360.133.05

Great Books at Hopkins

Walter Stephens

Overall quality of the class: 4.36

Summary:

Students thought the best aspects of this class were the engaging discussion sections and the range of great literature covered over the semester. The section discussions gave students the opportunity to analyze the texts in an engaging and insightful atmosphere. The sheer volume of readings, as well as lectures that tended to drag, were the worst aspects of the class. Suggestions for improvement included making lectures more interactive and reducing the number of books covered over the semester. Prospective students should know that the class required intense and regular work but the class was very rewarding.

AS.360.133.06

Great Books at Hopkins

Anne Eakin Moss

Overall quality of the class: 4.18

Summary:

Students felt the diversity of the reading selections, the balance between the lecture and sections, and the challenge of this class were some of the highlights. Professors with expertise in each book lead the lecture, giving more insight into the various topics that would have been gained otherwise. The worst aspect of the course was the pace of the reading assignments. Assigning fewer books over the semester so more time could be spent on each was a common suggestion to improve the course. Prospective students should know this course entails a great deal of reading, but it is an amazing and rewarding class.

AS.360.247.01

Introduction to Social Policy: Baltimore and Beyond

Kathryn Edin, Barbara Morgan, Adam Sheingate

Overall quality of the class: 3.94

Summary:

INTERDEPARTMENTAL

Students gave high marks to the insightful lectures, the engaging discussions, and the views from various disciplines on one topic. Many students commented they felt compelled to focus on a life of social justice after this class. The worst aspects of the class were the heavy workload, harsh grading, and what some students perceived to be biased instruction. Suggestions to improve the class included spending more time on Baltimore-specific issues, reducing the workload by a third, and clarifying grading methods. Students considering this course should know that the workload could be overwhelming, but for those with an interest in social policy the class is well worth it.

AS.360.624.01

Responsible Conduct of Research (Online)

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
LATIN AMERICAN STUDIES DEPARTMENT**

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.361.170.01
NI DE AQUI NI DE ALLA: Introduction to Latino Studies
Santiago Solis**

Overall quality of the class: 4.38

Summary:

This class was highlighted by an engaging and knowledgeable professor, dynamic in class discussions, and the range of topics covered. According to students, the issues covered were immediately relevant and gave them a new understanding of the subject. Negative aspects of the class included the heavy reading schedule and the late class meeting time. The most common suggestion to improve the course was to lower the number of reading assignments. Prospective students should know that the course will challenge their views on immigration and give new perspective to social issues. The class and professor are recommended.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
MATERIALS SCIENCE AND ENGINEERING DEPARTMENT**

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.510.101.01

Introduction to Materials Chemistry

Patricia Mcguiggan

Overall quality of the class: 3.56

Summary:

Students thought the best aspect of this course was the approachability of the instructor. They also appreciated that the class was well-tailored for non-chemistry majors. Students found that the biggest drawback of the course was the fast pace of lectures and the dense number of slides used. Students thought the course could improve with the addition of greater interactivity or additional problems and examples used in class to explain difficult concepts. Students thought it would be valuable for students thinking about taking this class to know that previous background knowledge in chemistry would be helpful and that the textbook was useful to succeeding in the course.

EN.510.109.01

Materials Science & Engineering for the 21st Century

Orla Wilson

Overall quality of the class: 4.38

Summary:

Students most appreciated how this course provided an opportunity to survey the material science and engineering field and learn more about the research being carried out on campus. Students thought the course’s biggest drawback was that some of the lectures were not as engaging as others. Participants believed the course could be improved with the addition of field trips to laboratory spaces on campus or to other places where work in the field is being carried out. They also thought the course would benefit from guest lecturers from outside the university or who were upperclassmen in the department. Students thought it was useful for people thinking about taking the class that the course could be valuable for students unsure if they were going to pursue the major or unsure about their focus within the major.

MATERIALS SCIENCE AND ENGINEERING

EN.510.311.01

Structure of Materials

Todd Hufnagel

Overall quality of the class: 4.33

Summary:

Students enjoyed the way this course covered a wide range of topics making it a useful introduction to materials science. They also appreciated the interactive teaching style of the instructor. Students believed the least favorable aspect of the class was the problem sets which students found overly difficult. Students also thought that many of the readings were not useful in explaining concepts. Some students thought the class could be improved with additional examples being demonstrated in class. Students thought it was valuable for others thinking about taking this class to know that the course was challenging with a substantial amount of reading.

EN.510.312.01

Thermodynamics/Materials

Margarita Herrera-Alonso

Overall quality of the class: 2.68

Summary:

Students thought the best aspect of the class was the practice problems offered in class which students found useful for understanding concepts. They believed the least favorable element of the class were lectures which students thought could have been more focused and better organized. Students also expressed that the class could be improved if the syllabus was changed less frequently over the span of the course. They believed it was important for potential participants to know that the reading material was a key resource for success in taking this course.

EN.510.316.01

Biomaterials I

Hai-Quan Mao

Overall quality of the class: 4.36

Summary:

Students thought their favorite element of this course was the engaging subject matter delivered by an instructor who explained concepts with clarity. Students found that their least favorable aspect of the class was the homework assignments and quizzes which they found overly challenging. Students thought the course could be improved with the addition of more practice problems provided in class. They also thought the course could benefit from more detailed PowerPoint slides incorporated into lectures. Students thought it was important for potential participants to know that background knowledge in organic chemistry would be useful for taking this course.

EN.510.403.01

Materials Characterization

Patricia McGuiggan

MATERIALS SCIENCE AND ENGINEERING

Overall quality of the class: 4.22

Summary:

Students praised this course for its approachable and helpful instructor who covered a very interesting topic and included a variety of hands-on learning challenges. While students generally liked the instructor, students found the course was disorganized and that the homework didn't align well with lectures. Suggestions to improve the course included a belief that the course could have been better organized. Students in particular found that the instructor's PowerPoint slides could have been more focused with less extraneous information. Prospective students should know that students found the course was useful and interesting and it had a manageable workload.

EN.510.405.01

Materials Science of Energy Technologies

Jonah Erlebacher

Overall quality of the class: 4.38

Summary:

Students praised this course for having a relaxed setting that spurred interesting discussions and forced students to develop their presentations skills. Students had few issues with the course. Students commented that the course could become boring if students' presentations were poorly put together. Suggestions for improvement included a broad desire by students that the instructor should do some lecturing in the course in order to break up students' presentations or help provide a background for the topics students were presenting. Prospective students should know that students found that the course revolved around students researching and presenting topics to their peers. Students' grades were determined based on how well they did on two presentations and on participation.

EN.510.415.01

The Chemistry of Materials Synthesis

Howard Katz

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.510.418.01

Electronic and Photonic Processes and Devices

Theodor Poehler

Overall quality of the class: 4.40

This class had 5 or fewer comments.

EN.510.420.01

Stealth Science & Engineering

James Spicer

Overall quality of the class: 4.38

MATERIALS SCIENCE AND ENGINEERING

Summary:

Students praised this course for having an enthusiastic and engaging instructor who covered interesting and unique subject matter. Students disliked that the course seemed to focus too much on mastering derivations. Students broadly thought the course could be improved if students spent less time working on derivations and instead spent more time going over examples, case studies and discussions of real stealth applications. Prospective students should know that students found it helpful to have a background in differential equations, electromagnetic theory and linear algebra in order to be successful in the course.

EN.510.426.01

Biomolecular Materials I – Soluble Proteins and Amphiphiles

Kalina Hristova

Overall quality of the class: 4.31

Summary:

Students praised this course for covering a variety of basic ideas that allowed students to better understand techniques and research in the bioengineering field. Student had mixed views on the course's lectures. Multiple students thought topics were covered so quickly that if students didn't pay attention and take good notes it was easy to miss key topics and feel lost. Suggestions for improvement largely centered on a desire that the course be better structured. Some students wanted the instructor to provide students with copies of her PowerPoint slides and a lecture recording so that students could review material outside of the classroom. Prospective students should know that students found that a good understanding of thermodynamics, kinetics and biology was helpful when taking this course. Overall students felt that the course had a reasonable workload and covered interesting topics.

EN.510.428.01-02

Material Science Laboratory I

Orla Wilson

Overall quality of the class: 4.41

Summary:

Students praised this course for having an engaged professor who challenged students to learn through a variety of hands-on laboratory experiments. Perceived issues with the course varied. Some students found that the course was writing intensive, requiring they write up lab reports. Other students found that some labs could have unclear instructions. Suggestions for improvement of the course included a desire by some students for the course to provide students with new lab equipment as some students found the existing equipment somewhat faulty. Prospective students should know that students found that the course was an interactive experience and that it was important to begin working on lab reports early.

EN.510.433.01

Senior Design Research

Orla Wilson

Overall quality of the class: 4.83

MATERIALS SCIENCE AND ENGINEERING

Summary:

Students praised this course for giving students an opportunity to be actively involved in research. Perceived issues with the course included a belief that lectures could be a bit dry and not entirely relevant to the laboratory work students would be doing. Suggestions for improvement included a belief that the lectures could have been better structured and along those lines, that requiring students to write critiques of the lectures was not that useful. Prospective students should know that students found success in the course required a significant time commitment and they needed to be able to plan ahead and work independently in order to succeed in the class.

EN.510.435.01

Mechanical Properties of Biomaterials

Timothy Weihs

Overall quality of the class: 4.80

Summary:

Students praised this course for covering interesting subject matter and for having an instructor who was interested in making sure students succeeded in the course. Perceived issues with the course included a belief that the instructor didn't provide enough feedback to students on their homework and presentations. Suggestions to improve the course varied. Some students thought the course focused on too many subjects which made exams challenging as students didn't know what topics to focus on. Prospective students should know that students found it helpful to have a background in mechanics and biology.

EN.510.442.01

Nanomaterials Lab

Patricia McGuiggan, Orla Wilson

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.510.601.01

Structure of Materials

Robert Cammarata

Overall quality of the class: 4.33

Summary:

Students praised this course for having a knowledgeable and engaged instructor and a manageable workload. Perceived issues with the course varied. Multiple students thought that the course was unstructured and that the course's grading system wasn't clear. Suggestions for improvement included a desire by some students for additional structure in the course with some students requesting a well-defined syllabus. Prospective students should know that students found the course didn't require a significant amount of background knowledge.

EN.510.602.01

MATERIALS SCIENCE AND ENGINEERING

Thermodynamics of Materials

Michael Falk

Overall quality of the class: 4.06

Summary:

Students praised this course for offering students a broad overview of thermodynamics. They also appreciated that the instructor made the classroom experience interactive by incorporating a variety of group work and practice problems. Perceived issues with the course included a belief that the course had a heavy workload and was math intensive. Suggestions for improvement included a desire by multiple students that the course involve more lecture time. Prospective students should know that students found it important to have a background in thermodynamics, calculus and differential equations.

EN.510.611.01

Solid State Physics

Theodore Poehler

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.510.633.01

Computational Materials Design

Timothy Mueller

Overall quality of the class: 4.67

This class had 5 or fewer comments.

EN.510.635.01

Mechanical Properties of Biomaterials

Timothy Weihs

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.510.657.01

Materials Science of Thin Films

Robert Cammarata

Overall quality of the class: 4.33

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
MATHEMATICS DEPARTMENT**

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.110.105.01
Introduction to Calculus
Kalina Mincheva**

Overall quality of the class: 3.91

Summary:

Students praised this course for having a small class size and for having a helpful instructor who was willing to help students master the subject matter. Perceived issues with the course varied though some students believed the instructor assigned an excessive amount of homework problems. Suggestions for improvement varied. Most students couldn't perceive an issue with the course, although a couple wished the course would assign fewer homework problems and that the pace of the course would slow down. Prospective students should know that students found the course to be challenging and warned against falling behind in the work. Despite the difficulty of the course, student found the class to be a good introduction to calculus.

**AS.110.106.01-11
Calculus I
Zhan Li**

Overall quality of the class: 3.57

Summary:

Students praised this course for having a manageable amount of homework and how the instructor seemed committed to making sure students succeeded. Perceived issues with the course included a belief by multiple students that the course's instructor was hard to understand and in addition, tended to rush through certain ideas presumably because he assumed students were already familiar with them. Suggestions for improvement included a desire by multiple students for a more eloquent instructor and for the course to be more interactive, partly so the instructor could better gauge how well students were grasping topics. Prospective students should know that students found the course was challenging and that those who had a background in the subject found the course to be easier.

AS.110.107.01-04

MATHEMATICS

Calculus II **W. Stephen Wilson**

Overall quality of the class: 3.02

Summary:

Students praised this course's instructor for bringing a bit of levity and interesting history lessons to this challenging course. Students perceived a multitude of issues with the course. Many students found that information presented in the textbook, homework and lectures didn't align, with many students also adding that the textbook was unhelpful. Students also thought the course was an unfair mixture of not only Calculus II but differential equations, linear algebra and other topics for which some students felt unprepared. In addition, Students thought the course's test were unfairly difficult and multiple students disliked that partial credit wasn't awarded on problems. Suggestions for improvement varied; multiple students wanted the course to switch to another textbook that would better sync up with in-class lectures. Other students wanted additional in-class examples to help them better master the course's topics. Prospective students should know that student found this course challenging and that it covered a variety of mathematical disciplines. Despite its difficulty, students found the course doable so long as students were willing to work hard, study and pay attention during lecture.

AS.110.108.01-05 **Calculus I** **Nishanth Gudapati**

Overall quality of the class: 2.87

Summary:

Students praised this course for having a small class size and assigning homework that was helpful in teaching the subject matter. Students had a variety of issues with the course. Students broadly felt that lectures weren't helpful as students either called them boring or felt the instructor breezed past important concepts. Suggestions largely included a belief that the course would be improved by having the instructor change his teaching style. Prospective students should know that students found this course challenging and multiple students found that having some experience in Calculus prior to taking the course was helpful.

AS.110.109.01-10 **Calculus II** **Jesus Martinez Garcia**

Overall quality of the class: 3.11

Summary:

Students praised this course for covering thought-provoking and challenging material. Perceived issues with the course largely centered on the instructor's teaching style with multiple students finding it wasn't effective and was at times confusing and disorganized. Suggestions for improvement varied; some students thought the course could be improved if the instructor went over more example problems in class or if he spent more time explaining theorems rather than just working through proofs. Prospective students should know that students found it important to be able to teach oneself and do practice problems in this course.

MATHEMATICS

AS.110.113.01

Honors Single Variable Calculus

Richard Brown, Nitya Kitchloo

Overall quality of the class: 4.77

Summary:

Students praised this course for having a dedicated instructor who worked to make sure students understood the concepts covered in this course that combined individual work and opportunities for group discussions. Perceived issues with this course varied; however, most students found the course to be quite challenging with a demanding learning curve. Suggestions for improvement largely centered on the pacing of the course with multiple students finding that the course rushed through some base concepts in order to cover a variety of topics. Prospective students should know that students found the course was challenging, making attendance to lectures and participation in group discussions necessary. Students also found that having some background in proofs or calculus was helpful.

AS.110.201.01-05

Linear Algebra

Jesse Gell-Redman

Overall quality of the class: 4.24

Summary:

The highlight of this course was the instructor's effective teaching style which students praised for being enthusiastic and engaging. The course does require a substantial amount of work including lengthy homework assignments and a challenging final exam. Students believed the course could be improved by providing more practical and concrete examples and applications in lectures. Students should know that the course material is more theoretical than they might expect and that some experience with calculus might be helpful but is not absolutely necessary.

AS.110.202.01-11

Calculus III

Richard Brown

Overall quality of the class: 3.99

Summary:

Students felt the best aspect of this class was the lectures which were taught with clarity and challenged students in a way that reflected the instructor's passion for the subject. However, the course moves quickly, and homework assignments require a lengthy amount of time. Students also felt that a different textbook could improve the course. Students should expect to set aside a substantial amount of time for study and homework for this class and be well prepared in calculus I and II before taking this course.

AS.110.211.01

Honors Multivariate Calculus

Vamsi Pingali

MATHEMATICS

Overall quality of the class: 4.50

Summary:

Students taking this course thought that the instructor's approach made the class interesting, especially in his use of proofs to explain concepts. However, the class also moved quickly, sometimes making it difficult to digest material. Students thought better pacing and a more effective textbook could improve the class. Students recommended that future participants taking this class already have a solid background in calculus.

AS.110.212.01

Honors Linear Algebra

Steven Zucker

Overall quality of the class: 3.00

Summary:

Students appreciated the intellectual challenge of this course. In addition, students expressed that the course has a large load of homework. They also thought that the course could be improved if the instructor went into greater depth and explained concepts in more detail at times. Students warned that people taking this course should be prepared to complete a great deal of homework and should already have a strong background and interest in mathematics.

AS.110.302.01-08

Differential Equations and Applications

Hans Lindblad

Overall quality of the class: 2.85

Summary:

Reflecting on this course, students said they appreciated the usefulness of the subject matter and its applicability to other areas. Many students found the professor to be difficult to follow. Students felt that the course could be improved by making the final exam count for a smaller portion of the final grade. Students wanted other potential attendees for this class to know that completing homework assignments was important to preparing for the exams.

AS.110.304.01

Elementary Number Theory

Giovanni Di Matteo

Overall quality of the class: 4.43

Summary:

Students felt that this course benefited from the clear delivery and helpfulness of the professor. Students found that the mid-term was especially challenging. Some students thought the class could be improved with better review or the availability of notes in preparation for the mid-term. Students wanted prospective participants for this class to know that this class requires substantial work, but that they found the course rewarding.

MATHEMATICS

AS.110.306.01

Honors Differential Equations

Jacob Bernstein

Overall quality of the class: 4.43

This class had 5 or fewer comments.

AS.110.311.01

Methods of Complex Analysis

Jian Kong

Overall quality of the class: 4.11

Summary:

Students liked that the professor made the complicated aspects of the course's subject matter understandable. Students sometimes found the professor difficult to understand and the volume of homework challenging. Students thought the course could be improved by taking a slightly slower pace. Students thought it was important for potential participants to know that while the course requires some significant effort, they found the class useful.

AS.110.401.01

Advanced Algebra I

Brian Smithling

Overall quality of the class: 4.19

Summary:

Students praised this course for having an energetic and thorough instructor who was responsive to students and provided useful feedback on work. Perceived issues with the course included a general feeling from multiple students that the course was fast paced and covered fairly challenging subject matter. Suggestions for improvement included a general feeling that the course's homework could be excessively long and a request that solutions to problem sets be posted online. Prospective students should know that students found the course was significantly difficult and required students to commit a lot of time.

AS.110.405.01

Introduction to Real Analysis

Christopher Sogge

Overall quality of the class: 4.44

Summary:

Students praised this course for having an instructor who led a clear and well-organized course that went over interesting material. Perceived issues with this course largely focused on exams; the bulk of students' grades were determined by how well they did on two exams each of which had only a handful of questions. Student felt those exams were unnecessarily hard and disliked that doing poorly on either

MATHEMATICS

exam could dramatically impact their grade in the course. Suggestions for improvement included a desire by multiple students that there be more questions on exams or additional opportunities for people to demonstrate their mastery of the subject matter. Prospective students should know that students found it useful to have some experience completing formal proofs and students found that their grade was largely determined by how they did on two exams.

AS.110.415.01

Honors Analysis I

Carl McTague

Overall quality of the class: 4.07

Summary:

Students praised this course for having an interesting instructor. They also appreciated the course involved challenging problems and interesting material. Perceived issues with the course largely centered on a belief that it had a heavy workload. Suggestions for improvement included a desire by multiple students that the instructor not expect as much information on proofs so that exams and problems wouldn't take as long. Prospective students should know that students found this course demanded that they have a background in writing proofs and should be ready to deal with a very conceptual approach to the subject matter.

AS.110.443.01

Fourier Analysis

Jiuyi Zhu

Overall quality of the class: 4.42

Summary:

Students praised this course for having a good instructor who was open to questions from the students and covered interesting material. Perceived issues with the course varied; most students felt that the homework was difficult to grasp and frustrating. Suggestions for improvement varied though some students wanted thorough walkthroughs of problems or answer keys for homework so they could know whether they were understanding concepts taught in the class. Prospective students should know that students found the course was extremely challenging and should go into the course with a math background.

AS.110.605.01

Real Variables

Chikako Mese

Overall quality of the class: 4.30

Summary:

Students broadly praised this course's instructor for being thorough and effective in leading this course that covered challenging subject matter. Students' issues with the course varied widely; one student felt that grading in the course was inconsistent as it started off being fairly light and got much harder later on, while another student thought there were a lot of proofs to learn. Suggestions for improvement varied widely though a couple students thought the course could be improved if grading was more

MATHEMATICS

consistent. Prospective students should know that students found that the workload was fairly reasonable for a course at this level. However students also found it important to make sure to keep up with the coursework in order to be successful in the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
MECHANICAL ENGINEERING DEPARTMENT**

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.530.101.01

**Freshman: Experiences in Mechanical Engineering
Steven Marra**

Overall quality of the class: 3.85

Summary:

Several aspects of this course stood out to students as their favorite element. Some students thought that the best aspect of the class was the introduction to MATLAB. Others appreciated the engaging approach of the instructor and the design project. Students also felt the course was a useful introduction to the mechanical engineering profession. Students argued the course’s weakest aspect was that at times the progression of material in the course seemed scattered. Students thought that the class could benefit from more guidance and demonstrations in class for assignments and exams, especially help for programming with MATLAB. Students thought it was important for potential participants to know that some prior experience with programming could be helpful for this course.

EN.530.103.01

**Introduction to Mechanics I
John Thomas**

Overall quality of the class: 4.60

Summary:

Students believed that the best aspect of this course was the instructor who they described as being interesting, entertaining and approachable. Students thought the least favorable aspect of the class was the difficulty of the homework assignments. They believed that the course could be improved with more preparation and examples for homework assignments provided in class. Some students also thought that the addition of Blackboard could improve this course. Students also thought it was important for people considering taking this class to know that some background knowledge of physics was valuable for this course.

EN.530.105.01-04

Mechanical Engineering Freshman Laboratory I

MECHANICAL ENGINEERING

Steven Marra

Overall quality of the class: 4.06

Summary:

Students greatly enjoyed the final design project and the hands on experience they gained in this course. They thought that the worst thing about the class was that some of the labs took a great deal of time which required students to work beyond the scheduled time period for class sessions. Some of the students also felt that the subject of some of the lab assignments was repetitive. Students thought the course could be best improved by making some of the lab assignments more focused so that time was used more efficiently. They also thought it would help if fewer of the lab assignments focused on principles of physics. People thinking about taking this class should know that some knowledge of physics and some ability to use MATLAB would be valuable for this class, students said.

EN.530.201.01-06

Statics and Mechanics of Materials

Takeru Igusa, Rachel Sangree

Overall quality of the class: 3.41

Summary:

Students praised this course for having an approachable and organized instructor who worked to get to know individual students and was willing to explain key concepts on a one-on-one basis. Perceived issues with the course included a general belief that the course's labs had ambiguous instructions but required meticulous answers. Suggestions for improvement largely centered on a desire to see the course's labs redesigned so that they had clearer expectations and were not as time consuming. Prospective students should know that students were divided on this course with some finding the course difficult and without merit while others described it as straightforward and fair if students kept up with the work.

EN.530.231.01

Mechanical Engineering Thermodynamics

Charles Menveau

Overall quality of the class: 3.50

Summary:

Students praised this course for providing them an introduction to thermodynamic concepts and cycles and for providing students a view into how engines and cycles work. Students had a variety of issues with the course. Many believed that homework in the course was not only too hard but disconnected from what students were learning during lectures. Students also had mixed opinions on the instructor's teaching style with some finding him hard to follow; others disliked that the instructor missed class the week before exams which deprived student the opportunity to ask him questions. Students' suggestions to improve the course ran the gamut with some simply seeking additional feedback from the instructor while others wanted the instructor to either change his teaching or for the course to have a different instructor. Prospective students should know that students found the course could be challenging and students found it important to read the textbook, complete assignments early and to seek out the instructor for guidance in order to be successful.

MECHANICAL ENGINEERING

EN.530.232.01

Mechanical Engineering Thermodynamics Laboratory

Steven Marra

Overall quality of the class: 3.93

Summary:

Students praised this course for having an approachable instructor who gave students an opportunity not only for hands-on learning but a chance to learn how to write a lab report. Students' issues with the course included a widespread belief that completing the labs could be tedious and boring and a belief that students received little feedback on the lab reports they submitted. Suggestions for improvement included a belief that students should receive feedback on graded assignments much quicker. Prospective students should know that students found that it was important to start lab assignments as early as possible and that completing labs was very time consuming.

EN.530.327.01

Introduction to Fluid Mechanics

Dennice Gayme

Overall quality of the class: 3.67

Summary:

Students praised this course for covering interesting material that was efficiently and logically taught. Perceived issues with the course varied. Many students described the course material as being difficult while some students found that the instructor's teaching style meant that the information wasn't clearly explained. Suggestions for improvement included a desire by some students that the instructor alter her teaching style. In addition, students wished that the course went over more practice problems and examples during lectures. Prospective students should know that students found that the course required a good understanding of calculus and was challenging.

EN.530.329.01

Introduction to Fluid Mechanics Laboratory

Steven Marra

Overall quality of the class: 4.02

Summary:

Students praised this course for including interesting lab experiments. Students' issues with the course included a belief that the lab reports could take an extensive amount of time to complete and that finishing them was tedious work. Suggestions for improvement varied widely. Multiple students saw nothing to change with the course. Other students wanted the course to include additional labs so students would have additional opportunities to practice concepts they learned during the lecture. Prospective students should know that students found the course involved a lot of lab work and that it was important to have a background in MATLAB and Excel.

EN.530.352.01

Materials Selection

Steven Marra

MECHANICAL ENGINEERING

Overall quality of the class: 3.80

Summary:

Students praised this course for covering information that was relevant and important to anyone interested in engineering. Students disliked that the course seemed to focus on tedious memorization. Suggestions for improvement included a belief that the course should focus less on having students memorize information and instead allow students to use notes on exams. Prospective students should know that students found that the course required them to pay attention during lectures and take good notes.

EN.530.354.01

Manufacturing Engineering

Yury Ronzhes

Overall quality of the class: 3.62

Summary:

Students praised this course for involving a variety of hands-on labs which made the course interactive. Perceived issues in the course varied. Multiple students said they found the instructor hard to understand. Other students thought that guidelines in the class as well as expectations on assignment were unclear to students. Prospective students should know that students found the course had a manageable workload which consisted primarily of hands-on labs.

EN.530.371.01

Quantitative Applications in Mechanical Engineering

David Kraemer

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.530.403.01

Engineering Design Project

Nathan Scott

Overall quality of the class: 4.33

Summary:

Students thought the most beneficial aspects of this course were the hands-on experience it provided and the opportunity to apply knowledge they had gained in prior engineering courses. Students found that the biggest drawback of the course was the substantial workload. In particular, many students thought that the writing assignments were not as useful and could be streamlined. Students believed that the class could be best improved with more detailed guidelines and expectations for assignments. They also thought it was important for future participants to know that the class required a substantial time commitment and workload.

EN.530.405.01

MECHANICAL ENGINEERING

Mechanics of Advanced Engineering Structures **Jaafar El-Awady**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.530.414.01-03 **Computer-Aided Design** **Dan Stoianovici**

Overall quality of the class: 4.14

Summary:

Students thought that the most beneficial aspect of this course was the in-depth experience they received with computer-aided design software and the related practical knowledge they gained. Students felt the biggest drawback for the course was the large time commitment required for completing homework assignments. They also believed that the course could have been improved with the addition of more reference or instructional materials for the software being used in the course. People thinking about taking this class should know that the workload for this course was exceptionally large but the class was rewarding in terms of relevant knowledge gained, students said.

EN.530.420.01-08 **Robot Sensors/Actuators** **David Kraemer**

Overall quality of the class: 4.42

Summary:

Students found that the best component of this course was the lab activities which provided interesting hands-on experience. Students also appreciated the pleasant and engaging teaching style of the instructor for the course. They believed the least favorable aspect of the class was the large amount of time some of the lab activities took to complete. Students thought the course would be improved if they were challenged with more practice problems so that they could better prepare for exams. Students also felt it was valuable for people thinking about taking this course to know that it was rewarding without being overly demanding.

EN.530.424.01 **Dynamics of Robots and Spacecraft** **Jin Kim**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

EN.530.430.01 **Applied Finite Element Analysis** **Nitin Daphalapurkar**

MECHANICAL ENGINEERING

Overall quality of the class: 3.20

This class had 5 or fewer comments.

EN.530.446.01

Experimental Methods in Biomechanics

Stephen Belkoff

Overall quality of the class: 3.20

Summary:

Students believed that the most beneficial aspects of this course were the lab activities and field trips. Students thought the least favorable aspect of the class was the way that lectures lacked focus and seemed disconnected from class to class. Students also found that lecture could have been more effectively connected to homework and labs as well. Students thought the course could be improved with more information being added to the PowerPoint slides and notes provided for lectures. Students thought it was valuable for people considering taking this class to know that the course provides a solid introduction to the subject matter and requires a light workload.

EN.530.467.01

Thermal Design Issues for Aerospace Systems

Cila Herman

Overall quality of the class: 3.76

Summary:

Students thought that the most favorable aspect of this course was the opportunity to learn how to use COMSOL software. Students also appreciated the way course content was related to real world scenarios. They believed that the biggest weaknesses of the course were the lack of guidance on assignments and that the bulk of work came at the end of the course. Students also thought the course would be improved with a more detailed syllabus and more advanced information for final projects. Students thought it would be valuable for people thinking about taking this class to have background knowledge of heat transfer.

EN.530.495.01

Microfabrication Laboratory

Andreas Andreou, Jeff Wang

Overall quality of the class: 3.60

This class had 5 or fewer comments.

EN.530.603.01

Applied Optimal Control

Marin Kobilarov

Overall quality of the class: 4.50

MECHANICAL ENGINEERING

This class had 5 or fewer comments.

EN.530.605.01

Mechanics of Solids and Materials

Thao Nguyen

Overall quality of the class: 4.56

Summary:

Students praised this course for having an organized instructor who efficiently and effectively covered topics in significant detail. Perceived issues with the course varied and included some students who thought that the instructor moved at such a rapid pace that it was difficult to follow along. Students' suggestions to improve the course included a widespread desire for additional feedback in the course. This included some students asking for quicker turnaround on graded assignments while other students wanted additional assignments or examples during lectures so they would be able to know if they'd mastered key concepts. Prospective students should know that students found it was an intense course that involved a great deal of math, specifically calculus.

EN.530.610.01

Statistical Mechanics in Biological Systems

Sean Sun

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.530.621.01

Fluid Dynamics I

Andrea Prosperetti

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.530.624.01

Dynamics of Robots and Spacecraft (Graduate)

Jim Kim

Overall quality of the class: 3.33

This class had 5 or fewer comments.

EN.530.630.01

Applied Finite Element Analysis

Nitin Daphalapurkar

Overall quality of the class: 3.93

MECHANICAL ENGINEERING

Summary:

Students praised this course for giving students useful knowledge of how to work with industry programs, particularly the computer program Abaqus. Perceived issues with the course varied. Multiple students found that the course focused too much on theory rather than practical knowledge of how to use the various programs. Students largely thought the course would be improved if students got more time to explore Abaqus and learn how to operate it. Prospective students should know that students found the course had a manageable workload and that it was important to have a background in mechanics-based design and linear algebra.

EN.530.646.01

Robot Devices, Kinematics, Dynamics and Control

Noah Cowan

Overall quality of the class: 4.19

Summary:

Students praised this course for having an engaged instructor who delved into the interesting field of robotics. Perceived issues with the course varied. Multiple students thought the course could have moved at a faster pace so that more topics could be covered in the course. Suggestions for improvement included a belief by multiple students that the instructor should put more structure into the course so that additional topics could be covered. Prospective students should know that students found that having a background in Robot Operating System, C++ and linear algebra was helpful .

EN.530.656.01

Deformation Mechanisms

Kevin Hemker

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.530.661.01

Applied Mathematics for Engineering

Markus Hilpert

Overall quality of the class: 3.98

Summary:

Students praised this well-paced course for serving as an excellent mathematics refresher for students in the engineering field. Perceived issues with the course included a belief that the instructor moved at such a rapid pace that important topics were breezed over. Suggestions for improvement included a desire from multiple students that more time be spent on some of the more complicated topics either by removing some of the easier topics or by simply slowing down the rate of instruction. Prospective students should know that students found the course served as an in-depth review of linear algebra and differential equations and had a reasonable workload.

EN.530.726.01

Hydrodynamic Stability

MECHANICAL ENGINEERING

Tamer Zaki

Overall quality of the class: 4.64

This class had 5 or fewer comments.

EN.530.766.01

Numerical Methods

Rajat Mittal

Overall quality of the class: 4.10

Summary:

Students praised this course for giving students a broad overview of numerical methods and featuring an instructor who clearly explained concepts and problems. Students perceived various issues with the course. Some students found the homework was time consuming to complete and that it took too long to get feedback on assignments. Others thought that the grading was unfairly harsh on assignments. Suggestions to improve the course varied as well. Some students thought the course would be improved if they were provided additional resources to support what they were learning in lectures. Some students requested that the instructor assign a textbook while others asked for an outline at the start of class so they would know the purpose of each lecture. Prospective students should know that students found that it was important to have a good background in programming languages such as Python and applications such as MATLAB.

EN.530.790.01

Advanced Finite Element Methods and Multi-Scale Methods

Somnath Ghosh

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
MILITARY SCIENCE DEPARTMENT**

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.374.101.01-02
Leadership and Management, ROTC 101
Rodney Graves, Joyce Louden, David Normand**

Overall quality of the class: 4.31

Summary:

Students broadly praised this course’s instructors, in particular Joyce Louden, for making the course engaging and keeping it exciting. Perceived issues with the course varied; multiple students thought lectures could be somewhat unorganized which made them feel long and un-engaging. Suggestions for improvement included a desire by multiple students that there be more opportunities for students to be engaged during the lecture either by including group activities, group projects or having more back and forth between students and the instructor. Prospective students should know that students found the course had a light workload and was enjoyable.

**AS.374.110.01
Basic Leadership Laboratory, ROTC 101
Rodney Graves, Joyce Louden, David Normand**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

**AS.374.201.01-02
Leadership & Teamwork I
Rodney Graves, David Normand, Timothy O’Neil**

Overall quality of the class: 3.67

Summary:

Students praised this enjoyable course for having a light workload and being well-organized. Perceived issues with the course included a general feeling from multiple students that the course could become

MILITARY SCIENCE

boring as classes all involved a lecture off PowerPoint slides. Suggestions for improvement included a broad desire by students that the course be more engaging by including more in-class discussions or group work. Prospective students should know that students found the course was geared towards people currently in ROTC and while students not involved in ROTC could take the course, they should expect to put in extra time and effort to familiarize themselves with the material.

AS.374.210.01

Basic Team Leadership

Rodney Graves, David Normand, Timothy O'Neil

Overall quality of the class: 4.00

Summary:

Students praised this course as being unique in the university. Upperclassmen primarily planned and lead this course which sought to give students a solid foundation in leadership. Perceived issues with the course varied; some students found the course's lectures weren't engaging while another student commented that the course's requirement that students do physical training three time a week was tiresome. Suggestions for improvement primarily centered on a desire by multiple students that lectures be more interactive or engaging for students; for example, one student requested the class incorporate visual aids or shorten the length of lectures. Prospective students should know that the course was designed for students in the ROTC program and that despite what the schedule says for the course, classes can start earlier or go later than what is listed.

AS.374.301.01-02

Leadership and Tactical Theory I

David Normand, Bart Sime

Overall quality of the class: 4.71

This class had 5 or fewer comments.

AS.374.307.01

Leadership in Military History

David Normand

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.374.310.01

Basic Tactical Leadership Lab

David Normand, Bart Sime

Overall quality of the class: 5.00

Summary:

MILITARY SCIENCE

Students praised this course for teaching them important leadership skills and giving them an opportunity to use those skills during the class. Perceived issues with the course included a general feeling by multiple students that the course's lectures could feel long and boring. Suggestions for improvement varied dramatically; one student wanted a more structured syllabus for the course while another similarly wanted to have a better sense of the direction the course was headed in. Prospective students should know that students found the course had a significant time commitment and that success required an open mind.

AS.374.401.01

Adaptive Leadership

Paul Carroll, Jeffrey Wood

Overall quality of the class: 4.71

This class had 5 or fewer comments.

AS.374.410.01

Advanced Planning & Decision Making I

Paul Carroll, Jeffrey Wood

Overall quality of the class: 4.71

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
MUSEUM AND SOCIETY PROGRAMS DEPARTMENT**

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 the class: 4.28

Summary:

Students praised this course for having a well-informed and enthusiastic instructor who led engaging and clear lectures. Perceived issues with the course included a belief from multiple students that a lack of details in the instructor’s PowerPoints forced students to have to take copious notes. In addition, students thought that the assigned reading could be excessive and in particular some of the older pieces weren’t as useful. Suggestions for improvement included that the instructor provide more in-depth notes to the students. In additions, students thought the course could be improved if they were made more interactive by increasing the amount of in-class discussions. Prospective students should know that students found that the course didn’t require any background knowledge.

AS.389.261.01

**Curating Homewood
Catherine Arthur**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

AS.389.301.01

**Curating Material Culture for the Digital Age
Jennifer Kingsley**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

AS.389.357.01

MUSEUM AND SOCIETY PROGRAMS

Heaven on Earth: Art, Culture and Wonder in the Vatican Museum and Library **Earle Havens**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
MUSIC DEPARTMENT**

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.376.111.01-02

Rudiments of Music Theory and Musicianship

John Crouch

Overall quality of the class: 4.11

Summary:

Students praised this course for serving as a good introduction to music theory and for having an instructor who was genuinely interested in student’s success. Students perceived that the course’s homework could be long and tedious. Students also found that the course seemed to lack energy as students often weren’t engaged in the course. Suggestions for improvement were few, but they included a desire by multiple students that the course include more listening exercises in order to challenge students. Prospective students should know that students found that the course didn’t require students to have prior knowledge of music. In fact, the course established a solid foundation for students to take up more advanced musical studies.

AS.376.111.03

Rudiments of Music Theory and Musicianship

Michael Rickelton

Overall quality of the class: 4.40

Summary:

Students praised this course for having a charismatic and approachable instructor who taught an interesting introduction to the fundamentals of music. Perceived issues with the course included a broad belief that the course had a surprisingly heavy workload that got larger as the course moved on. Suggestions for improvement included a broad belief that the course’s pace should be slowed down so the students wouldn’t experience a sudden ramp up in the course’s work. Prospective students should know that students found that the course does not expect them to have any background in music. Students also found that the course is not an ‘easy A’ and it requires a fair amount of work.

AS.376.211.01

Music Theory I

MUSIC

Sookkyung Cho

Overall quality of the class: 4.43

Summary:

Students praised this course for having a knowledgeable and professional instructor who oversaw this small-sized class which reviewed music theory. Perceived issues with the course varied; some students thought the course moved too quickly while others thought the workload, specifically the amount of assigned homework, was excessive. Suggestions for improvement varied; multiple students requested more listening exercises in order to better train their ears. Prospective students should know that students widely praised this course's instructor. They also found that some background in music, either as a musician or singer, was helpful for students enrolled in this course.

AS.376.211.02

Music Theory I

John Crunch

Overall quality of the class: 3.63

Summary:

Students praised this course for its relaxed atmosphere which allowed students to discuss composition. Students had few issues with the course although some students found the course could be disorganized with one student pointing out that lectures could be cancelled at the last moment. Suggestions for improvement varied as well. Multiple students asked for more structure to the course, while other students requested more in-class examples and that the course cover additional material so that it wouldn't feel as though the course ran out of steam. Prospective students should know that students found it important to have some basic familiarity with musical theory prior to taking the course.

AS.376.212.01

Music Theory II

Travis Hardaway

Overall quality of the class: 4.54

Summary:

Students praised the dedicated instructor for this course that provided students with more advanced compositional techniques in a small class size. Students' perceived issues with the course largely centered on a belief that the instructor's pace was off in the course; students thought he tended to jump around during lecture or to speed or ramble through important explanations. Suggestions for improvement varied; multiple students requested additional practice creating compositions with some students asking for them to be included closer to the start of the course. Prospective students should know that students found the course did require a fair amount of work and that a solid background in music theory was necessary for success.

AS.376.214.01

Music Theory III – Formal Analysis

Stephen Stone

MUSIC

Overall quality of the class: 4.54

Summary:

Students praised this course for having an engaged and friendly instructor who gave students the opportunity to move beyond chord-by-chord analysis of pieces and encouraged them to take a broad look at compositions. Perceived issues with the course varied; many students couldn't find any issue with the course though others found that the continual process of analysis (listening to music and describing its structure) could become tedious and boring. Suggestions for improvement varied but centered on a desire that the course look at different ways to engage students during class. One student requested that students analyze shorter pieces while another student suggested students learn about forms by creating a piece in that style. Prospective students should know that students found the course was good for those interested in music theory, however they found that the course did require students to have a strong background in music theory.

AS.376.221.02

Musicianship I

Kip Wile

Overall quality of the class: 4.20

This class had 5 or fewer comments.

AS.376.242.01

Introduction to Popular Music

Ruby Fulton, David Smooke, Stephen Stone

Overall quality of the class: 4.56

Summary:

Students in this course praised their instructor's hilarious and interesting teaching style which she deployed in this course that examined the history of popular music in the United States. Perceived issues in this course varied. Multiple students found that identifying the distinction between genres was difficult. Students had few suggestions for improving the course. However, one student asked that the course examine fewer songs while another asked that the instructor provide students with a list of features of each respective genre covered in the course. Prospective students should know that students found the course required them to be good at listening exercises and that the overall course was good for anyone interested in learning about the history of popular music.

AS.376.242.02-03

Introduction to Popular Music

David Smooke, Stephen Stone

Overall quality of the class: 4.55

Summary:

Students praised this course for covering interesting subject matter and credited its instructors for keeping students engaged throughout the course. Perceived issues with the course were few; however,

MUSIC

many students found the weekly listening quizzes hard to keep up with. Suggestions for improvement were few as most students were content with the course as it existed; however, a couple of students thought that removing the listening quizzes or at least making them infrequent would improve the course. Prospective students should know that students found the course didn't require a musical background; however, students did find the course required students to have a passion for music and music history.

AS.376.250.01

Introduction to Computer Music

Samuel Burt

Overall quality of the class: 4.29

Summary:

Students praised this course for serving as a good introduction to how to make music using a computer and as a good overview of the history of computer-driven music. Perceived issues with the course varied greatly; however, multiple students found that the course's work, which involved programming computer applications, was intimidating for those without a strong background in computers. Suggestions for improvement varied but largely centered on a desire by multiple students that the course provide more examples of past projects both to inspire students and to give them an insight into how to complete projects. Prospective students should know that students found the course to be enjoyable and taught by a helpful instructor. Students also found that the course didn't require students to have a musical background and that the course was not about how to create electronic dance music.

AS.376.252.01

Jazz History

Ian Sims

Overall quality of the class: 4.55

Summary:

Students praised this course for giving them an opportunity to not only listen to jazz but to learn about its history. Perceived issues with the course varied; however, multiple students found that the course was entirely lecture centered and not that interactive. Students complained that lectures seemed to primarily revolve around the instructor going over "dense" PowerPoint slides. Suggestions for improvement varied; however, multiple students asked that the course be more interactive. Prospective students should know that students found that the course focused more on the history of jazz versus the musical components of the art.

AS.376.280.01

Creative Musical Improvisation

Michael Formanek

Overall quality of the class: 4.62

Summary:

Students praised this course for having an instructor who encouraged students to learn and experiment in this course. Multiple students found that the course's expectation that students complete daily

MUSIC

personal blogs felt onerous and unnecessary. Suggestions for improvement centered around a desire by multiple students for additional improvisation sessions as well as a desire for increased structure in the course as some students found the course seemed at times too free and even directionless. Prospective students should know that students found the course to be an enjoyable way to explore musical improvisation, however students should have at least intermediate skills with an instrument at the time they sign up for the course.

AS.376.371.01

Topics in Music Cognition I

Monica Lopez-Gonzalez

Overall quality of the class: 4.43

Summary:

Students praised this course for covering a range of topics in significant depth in this discussion-focused class. Perceived issues with the course varied; for example, multiple students found the course could feel long or disorganized in part because the course was largely driven by student discussions. Suggestions for improvement included a desire by some students that they be introduced to the requirements of their final project earlier in the course. Prospective students should know that students highly recommended students take the course although students noted that the course involves a significant amount of reading.

AS.376.407.01

Music and Evolution

Elizabeth Tolbert

Overall quality of the class: 4.33

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
NANOBIOTECHNOLOGY DEPARTMENT**

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.670.619.01

Fundamental Physics and Chemistry of Nanomaterials

Michael Bevan, Chia Ling Chien, Nina Markovic, John McCaffery, Peter Searson

Overall quality of the class: 4.42

Summary:

Students thought the most beneficial aspect of this course was the opportunity to be introduced to a broad variety of topics and perspectives related to nanotechnology. Students also found the least favorable aspect of the course to be the frequency of homework assignments. Students thought the course could benefit from the addition of a teaching assistant. Students also believed that it was useful for people thinking about taking the course to know that knowledge of chemistry and physics could be useful for this class.

EN.670.625.01

NanoBio Tutorials: Special Topics

Peter Searson

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.670.629.01

Cancer Nanotechnology Training Center (CNTC) Tutorial

Peter Searson

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
NEAR EASTERN STUDIES DEPARTMENT**

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.130.101.01
Ancient Near Eastern Civilizations
Glenn Schwartz**

Overall quality of the class: 3.88

Summary:

Students praised this course for having an engaging instructor who shared his archaeological field experiences. They also enjoyed how this course provided an overview of many cultures in the near east. Students’ issues with the course varied; multiple students thought that there was a significant amount of assigned reading. Multiple students thought many of the assigned readings were irrelevant to the class as it seemed the instructor didn’t tie the readings into the lecture or test them on the exams. Suggestions for improvement varied as some students thought the course would be improved if the course better integrated assigned readings into the lecture and assignments, while others wanted the instructor to assign additional work so that students’ grades wouldn’t be dependent on how they do on a couple of assignments. Prospective students should know that students found that the course was a good introduction to the history of the ancient near east. Also, students should sign up for the course only if they have an interest in history.

**AS.130.106.01
Freshman Seminar: Ancient Empires
Jacob Lauinger**

Overall quality of the class: 4.50

Summary:

Students praised this course, which looks at empires such as those of Persia, Assyria and Rome, for having a passionate instructor. Students’ perceived issues with the course varied widely, although a few students wished that the instructor assigned additional graded work so their grades wouldn’t be solely based on how well they did on essays. Suggestions to improve the course varied although several students wished the course would spend more time digging into the empires that were examined in the course. Prospective students should know that the course focused on three empires and the course was a writing intensive course.

NEAR EASTERN STUDIES

AS.130.108.01

Freshman Seminar, Demons & Doctors: Magic and Medicine in the Ancient Erin Guinn-Villareal

Overall quality of the class: 4.23

Summary:

Students praised this course for having an energetic and passionate instructor who shared interesting information about ancient Mesopotamia. Students primarily perceived two issues in the course; some student found the in-class discussions would drag and wished the instructor would do more to drive in-class discussions while other students found that the course's assigned readings were excessive. Suggestions to improve the course varied; most students wished the course was more interactive with multiple students wishing there were more in-class discussions. Prospective students should know that students found the course had a reasonable workload but was discussion focused which meant participation was mandatory.

AS.130.110.01

Introduction to Archaeology Susan McCarter

Overall quality of the class: 4.39

Summary:

Students praised this course for having a personable instructor who brought her personal experiences to the class. Students also described the course as covering interesting subject matter. Perceived issues with the course varied; multiple students found that grading standards varied dramatically and some issues, such as incorrect punctuation, could lead to students losing points. Suggestions for improvement included a desire from multiple students that the instructor provide lecture slides and other material to students so they could study from them. Prospective students should know that students found the course to be interesting with a manageable workload. Also, no previous background in history or archaeology was necessary for the course.

AS.130.111.01

Freshman Seminar: Cleopatra's Egypt Richard Jasnow

Overall quality of the class: 2.64

Summary:

Students praised this course for delving into the interesting time period of Ancient Egypt as well as the life and times of Cleopatra. Students had various issues with the course. Multiple students thought the course lacked focus and structure with some pointing out that they were never given a formal syllabus. Along those lines, students found that the instructor would frequently wander off on tangents during lectures. Also, despite the course's title, Cleopatra wasn't discussed for some time in the course. Suggestions to improve the course varied; most students wanted the course to have significantly more structure and to focus on Cleopatra more, or at least stories that directly related to her. Prospective

NEAR EASTERN STUDIES

students should know that students had mixed feelings on the course but found it covered an interesting topic and required them to read a variety of documents.

AS.130.140.01

Hebrew Bible/Old Testament

Theodore Lewis

Overall quality of the class: 4.62

Summary:

Students broadly praised this course for having an engaged and passionate instructor who covered an intellectually challenging subject matter. Perceived issues with this course varied; while many students couldn't find an issue with the course some students found that the instructor assigned an excessive amount of reading. Suggestions for improvement varied as well. While many students were happy with the course as it was taught, others suggested it might be helpful if the instructor was more selective in the reading she assigned and uploaded her lecture slides and notes online so students could access them. Multiple students also wanted to have more opportunities in-class to discuss readings and other items covered by the class. Prospective students should know that students broadly complimented the course and instructor and found it to be an unbiased look at the texts and the history surrounding them.

AS.130.177.01

World Prehistory

Michael Harrower

Overall quality of the class: 3.76

Summary:

Students praised this course for having an engaging instructor who covered the biological and cultural origins of humans and society. Perceived issues with the course varied. Some students thought that the grading in the course was irregular with one student in particular complaining of a lack of feedback in the course. Suggestions for improvement included a desire by multiple students that the course be made more engaging either by having students do group work in class or by the instructor finding ways to engage those who don't have as strong a background in archaeology or history. Prospective students should know that students found the course could have a heavy reading load, but thought the exams were reasonable.

AS.130.252.01

New Kingdom Egypt: Empire and Cosmopolitanism

Betsy Bryan

Overall quality of the class: 4.50

Summary:

Students praised this course for having an engaging instructor who brought interesting views to the class and who utilized a variety of formats such as lectures, role playing, in-class discussions and videos. Perceived issues with the course were few but included a belief that the assigned readings for the course could be excessive with one student commenting that it was difficult to know what to focus on. Suggestions for improvement varied; while most students were happy with the course, some students

NEAR EASTERN STUDIES

thought that the amount of assigned reading could be reduced particularly since some readings weren't even discussed during class. Prospective students should know that students enjoyed the instructor's teaching style and found that while they didn't need to have a background in history or Egypt, some knowledge or passion for it was useful.

AS.130.259.01

Ancient Science and Technology

Paul Delnero

Overall quality of the class: 4.54

Summary:

Students praised this course for having an engaging and funny instructor who took students on a tour of the ancient world and its sciences. Perceived issues with the course varied; multiple students thought the course focused too much on ancient Mesopotamia at the expense of exploring other ancient civilizations. Other students thought some of the selected readings could be long, repetitive and boring. Suggestions for improvement varied; multiple students wanted the course to encourage more student engagement such as through student presentations or in-class discussions. Multiple students also wanted the course to focus more on civilizations beyond Mesopotamia such as Egyptian and Greek culture. Prospective students should know that students found the course to be a fun experience that required little to no prior knowledge of the ancient world.

AS.130.330.01

The Garden of Eden

Ellen Robbins

Overall quality of the class: 4.33

Summary:

Students praised this course in particular for its tiny class size, allowing students to have in-depth discussions about the subject matter and address the topic from a variety of angles. Perceived issues with the course included a belief by a couple of students that sometimes the assigned readings could be a bit long. Suggestions for improvement varied widely; one student wanted a decrease in the number of assignments while another wanted the ability to see how classmates responded to questions in order to better understand their points of view. Prospective students should know that students found this course different than most other Hopkins courses. In this course, students were judged primarily based on how they responded to questions in an ongoing blog post they maintained throughout the course.

AS.130.334.01

Egyptian Funerary Arts in the Archaeological Museum

Sanchita Balachandran, Betsy Bryan

Overall quality of the class: 4.13

Summary:

Students praised this course for having helpful instructors who gave students the opportunity to work with museum objects in a student-led, discussion-focused format. Perceived issues with the course largely focused on a belief that structure was lacking in the course. Some students found that the

NEAR EASTERN STUDIES

workload piled up by the end of the term while other students felt time wasn't managed effectively and that the instructor wasn't clear on the key points and topics that students needed to learn. Suggestions for improvement varied widely. For example, one student wished there was more time between when different assignments were due, while another student wanted the course to meet twice per week instead of once. Prospective students should know that students found that having a modest familiarity with ancient Egypt was helpful but not necessary for success in the course.

AS.130.368.01

Nomads, Tyrants and Kings: Water in the Ancient Near East

Michael Harrower

Overall quality of the class: 4.17

Summary:

Students praised this course for having an engaging instructor who encouraged students to have in-class discussion on the course's subject matter, which he managed to connect to modern day issues. Students had few issues with the course though some wished the course would shift from being a lecture-focused course to one that included more discussions. Suggestions for improvement varied; multiple students wanted lectures to be more focused on one specific topic or area such as water in religion or water in literature and then dive deeper into that subject area. Prospective students should know that students found the course provided a good overview of water usage and its central place in history throughout the region, which was a subject that multiple students found relevant to various majors and interests.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
NEUROSCIENCE DEPARTMENT**

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- 4-Good
- 5-Excellent

**AS.080.105.01
An Introduction to Neuroscience
Stewart Hendry**

Overall quality of the class: 4.75

Summary:

Students praised this course for having an engaging and humorous instructor who worked to keep the course, which served as an overview of neuroscience and how the brain works, clear and concise. Students had few issues with the course though some noted that it moved very quickly and students had to make sure they kept up, otherwise they would struggle with the course’s various quizzes and exams. Suggestions for improvement included a desire by multiple students that the course offer them more ways to test their knowledge of neuroscience, with some students asking for additional homework or study guides. Prospective students should know that students found that the course required students to be engaged and to do a fair, but not overwhelming amount of work. Students also found that the course covered interesting material.

**AS.080.250.01-03
Neuroscience Laboratory
Linda Gorman, Jason Trageser**

Overall quality of the class: 4.26

Summary:

Students broadly praised this self-driven course that gave students a hands-on approach to learning. Multiple students mentioned the aplysia dissections as a highlight of the course. Perceived issues with the course centered on a general feeling among students that it was difficult to get feedback on how well they were doing which meant that students who were having an issue continued to repeat mistakes on labs and exams. Suggestions for improvement largely centered on a desire among students to receive more feedback so that they could better know how well they were grasping the material. In addition, students asked for additional materials that they could practice on while others asked for a class session dedicated to studying and preparing for exams. Prospective students should know that students found this course to be a fun and that it drew on knowledge from earlier classes they had taken.

NEUROSCIENCE

AS.080.305.01

The Nervous System I

Stewart Hendry, Haiqing Zhao

Overall quality of the class: 4.67

Summary:

Students appreciated the interesting and engaging lectures, as well as the availability of numerous online support materials such as PDF's, videos and lecture notes for this course. Students felt that the quizzes and tests required substantial preparation. They thought the course could be improved by reducing the frequency of quizzes. They also recommend that students considering this course should be prepared for a substantial workload and need to digest all aspects of the course to be successful including lectures, readings and support materials.

AS.080.308.01

Neuroeconomics

Jason Trageser

Overall quality of the class: 4.35

Summary:

Students found this class and its teacher to be interesting, especially in regards to the relationship of the course's subject to daily life. Students thought the exams were especially difficult. They felt that the course could be improved with a greater diversity of exercises or quizzes between exams. Students recommended that people taking this course should be prepared to read and interpret scientific articles and will benefit from studying the instructor's PowerPoint slides.

AS.080.310.01

Synaptic Function and Plasticity

Alfredo Kirkwood, Hey-Kyoung Lee

Overall quality of the class: 4.41

Summary:

Students appreciated how instructors relied on their expertise to present current research and topics in the field of the course. Students thought lectures slides could have been more detailed. They also felt that the course could have benefitted from having a teaching assistant and more accessible office hours with the instructors. Students wanted future participants to know that this course didn't have a textbook and attending lectures was important to success in the class.

AS.080.317.01

Developmental Neurobiology

Rejji Kuruvilla

Overall quality of the class: 4.60

This class had 5 or fewer comments.

NEUROSCIENCE

AS.080.330.01

Brain Injury and Recovery

Linda Gorman

Overall quality of the class: 4.92

Summary:

Students liked the instructor's engaging teaching style and small class size, as well as the diversity of assignments. Some felt that the emphasis on writing was daunting, though many appreciated this aspect as well. Students thought that they could more effectively approach these writing assignments with better examples of the kind of writing that was expected. Students wanted potential participants to know that a strong neuroscience background is important for this class and they should be prepared for the large amount of reading, especially from journal articles.

AS.080.345.01

Great Discoveries in Neuroscience

Jay Baraban

Overall quality of the class: 4.61

Summary:

Students thought this course delivers an interesting combination of history and science. While students found this course to be a useful opportunity to analyze and understand research papers, some also were challenged by the difficulty of digesting some of this background material. Students thought the course could have used a better outline to guide study, as well as additional notes from lectures and for readings. They suggested that students taking this course would have a better experience if they already had experience in laboratory research.

AS.080.355.01

Visual System

Stewart Hendry

Overall quality of the class: 4.35

Summary:

Students enjoyed the engaging lectures of this course and how they delved into current issues in the field. However, students felt that the course could have been better organized at times. Some students also felt that the course could be improved with less reading material to digest. Students recommended that people considering this course should be prepared for the large amount of reading, but they would benefit from the opportunity to analyze and understand scientific reviews and articles.

AS.080.360.01

Diseases and Disorders of the Nervous System

Stewart Hendry; Guy Mckhann

Overall quality of the class: 4.56

NEUROSCIENCE

Summary:

Students appreciated the way this course provided the opportunity to hear from multiple guest lecturers sharing their expertise as researchers and physicians. However, students also felt this format was the class's greatest limitation, as the quality of the lectures varied. They also felt that the exams did not accurately reflect the material presented. Students thought that the course could benefit from more background materials and general review of the subjects covered in the lectures by the teaching assistant or organizing instructors. Students thought that this class would be particularly beneficial for people interested in a medical career.

AS.080.366.01

Neuroscience of Pain

Hita Adawanikar

Overall quality of the class: 3.25

Summary:

Students liked the way that this course emphasized writing and did not require any examinations. Still, the students thought they could have received better guidance on how to complete these assignments effectively. Students thought a beneficial improvement would be the ability to know their grades as the class went on so they could monitor their progress. Students recommended that people should complete the Nervous System sequence of courses before taking this class.

AS.080.375.01

The Neural Control of Movement

Erik Emeric

Overall quality of the class: 4.83

Summary:

Students enjoyed the way the instructor for this course demonstrated practical application of the material being taught using demonstrations and activities. Students felt that one of the few shortcomings of the course was that some of the lectures seemed a little disorganized, although generally they praised the instructor's interest and engagement. Students also thought the class could be improved, at times, with more effectively designed lecture slides. Students wanted prospective future participants to know that the instructor was especially helpful and supportive of their efforts in the class.

AS.080.401.01-02

Research Practicum: KEEN (Kids Enjoying Exercise Now)

Linda Gorman

Overall quality of the class: 4.76

Summary:

Students consistently enjoyed the "wonderful" opportunity to get hands on experience working with disabled children. Of the few criticisms of the program, students said that it could be difficult to participate in the practicum early on Sunday mornings. Students saw little to improve in the class except for making it more certain that students did not miss their service sessions to maintain the appropriate

NEUROSCIENCE

student to child ratio. They also thought some additional background knowledge of the children and their disabilities might be useful. Students wanted potential participants to know that though working with the population the program serves could be challenging, participation in the practicum was very rewarding.

AS.080.403.01

Teaching Practicum: HOP Kids

Overall quality of the class: 4.78

Summary:

Students thoroughly enjoyed the opportunity this practicum provided to volunteer with children at the Kennedy Krieger Institute who were struggling with difficult diseases. Students felt that there could have been more effective communication with the site they were serving at and from those administering the program. Students also felt the course could have been improved by more effectively organized transportation options. Students wanted others considering the practicum to know that while it could be difficult to work with sick children, the program was rewarding.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
PHILOSOPHY DEPARTMENT**

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

**AS.150.112.01-04
Philosophical Problems
Steven Gross**

Overall quality of the class: 3.70

Summary:

Students praised this course for being a great introduction to philosophical thought and for having useful and supportive discussion sections. Perceived issues with the course largely centered on a broadly felt dislike of the lecture style of the course with some students finding the lectures boring and others finding that the instructor wasn’t engaging. Suggestions for improvement varied. Most students suggested making the course more engaging either by shrinking the lecture size so students could ask questions and discuss ideas in class or by making lectures more stimulating. Prospective students should know that the course required no prior knowledge, although students should be prepared to do a fair amount of reading and writing and be ready to pay attention during lectures.

**AS.150.113.01
Freshman Seminar: Objectivity
Nicholas Goldberg**

Overall quality of the class: 4.00

Summary:

Students praised this course for having a knowledgeable instructor who did a good job at explaining topics and encouraging a lively debate. Students also appreciated this course’s small-class size. Perceived issues in the course varied but focused on a common belief that the course’s assigned readings were unnecessarily long and dry and that the three-hour long lectures made it hard for students to pay attention. Suggestions for improvement largely centered on a desire by students that the course be changed from meeting once a week for a three hour stretch to meeting more often during the week for shorter periods. Students also wished that the instructor assign more focused and less lengthy assigned readings. Prospective students should know that students found the course to be an

PHILOSOPHY

interesting introduction to modern philosophy, although they also found the course required a significant amount of work.

AS.150.129.01

The Theory of Knowledge: Classic and Contemporary Questions

Pavle Stojanovic

Overall quality of the class: 2.92

Summary:

Students praised this seminar-style course for covering an intriguing topic and spurring interesting in-class discussions. Students perceived the course had a variety of issues. Some students found that the course's subject matter and its assigned readings were hard to understand. Others felt that the course's focus on only two assignments and participation led to many students not feeling engaged or challenged. Some students also took issue with the instructor's lecture style, with some disliking his reliance on PowerPoint lectures slides while others found him disengaged from the course. Suggestions for improvement varied. Most students asked for the course to have a greater sense of energy with multiple students asking that the instructor introduce topics during his lecture and then prompt students to engage in debates such as by offering a discussion question. Prospective students should know that students found that the course didn't require them to have any background in philosophy and that their grade in the class was decided by a handful of assignments.

AS.150.134.01

Freshman Seminar: Socrates in Context

Richard Bett

Overall quality of the class: 4.13

Summary:

Students praised this course for having a knowledgeable and intelligent instructor who kept students engaged in the course by spurring discussions not only of ancient Greek political thought but also of ancient Greek culture. Perceived issues with the course varied as some students found the course's assigned reading to be tedious and overly complex while other students thought the course suffered as not enough students participated in the lecture. Suggestions for improvement varied, however most students desired more peer-to-peer interactions in the course as most students requested that there be more discussions in class. Prospective students should know that students don't have to have a background in Socrates or philosophy but they should have an interest in philosophy and be prepared to read extensively.

AS.150.194.01

Freshman Seminar: Skepticism Ancient and Modern

Michael Williams

Overall quality of the class: 3.57

Summary:

PHILOSOPHY

Students praised this course for having a passionate and knowledgeable instructor as well as a manageable workload. Students largely believed that for a seminar-style class, the course wasn't that engaging but instead felt more like dry or boring lectures. Suggestions for improvement largely centered on a desire by multiple students that the lectures be more engaging and incorporate more in-class discussions. Prospective students should know that students found the course covered a good deal of history. Also, to succeed, students needed to be engaged and to keep up with the required reading.

AS.150.201.01-04

Introduction to Greek Philosophy

Richard Bett

Overall quality of the class: 3.96

Summary:

Students liked how this course was taught by a knowledgeable professor who covered a broad topic with finesse and brought clarity to complicated topics and readings. Students believed that they could have gotten greater feedback on their writing. They also thought the course could be improved by more diverse assignments and the use of slides during lectures. Students wanted potential participants to know that the course did not require a background in philosophy. They also thought that the volume of assigned readings could be challenging.

AS.150.219.01-14

Introduction to Bioethics

Hilary Bok

Overall quality of the class: 3.77

Summary:

Students enjoyed the "interesting" variety of topics covered in this course, delivered by a "witty" and engaging professor. They also consistently liked the way the course subject matter brought the opportunity for lively debate in discussion sections. Many students felt that the course required a daunting amount of reading. They also felt that the course could be improved by providing more guidance about writing on philosophical topics, which makes up a significant amount of the work for the course. Students wanted potential participants to know that this course was a good opportunity to take a writing-intensive class and that it required little philosophical background.

AS.150.245.01-04

Introduction to Philosophy of Mind

Meredith Williams

Overall quality of the class: 3.13

Summary:

Students liked how this course explored interesting topics while only requiring written assignments to complete the class. Some students found the professor's style of teaching to be difficult to follow and that the reading could be challenging for someone without a philosophical background. Students also felt that the class could be improved with more opportunities for interaction in lectures. Students

PHILOSOPHY

thought others should know that the reading and material of the class might be more challenging than one might expect for an introductory class.

AS.150.301.01

Undergraduate Seminar: Practical Reason

Dean Moyar

This class had 5 or fewer comments.

AS.150.320.01

Marx: Critique of Political Economy

Arash Abazari

Overall quality of the class: 4.59

Summary:

Students praised this course for having a knowledgeable instructor who led the class through an in-depth exploration of Marx and his writings. Perceived issues with the course largely centered on a belief that there was a high amount of required readings. Suggestions for improvement varied but focused on a desire for additional readings in the course, with some students wanting to dig deeper into Marx's thinking while others wanted to explore criticism of the philosopher. Prospective students should know that students found that experience with Marx's writings wasn't a requirement for the course. Students found it helpful to not come into the course with a bias for or against Marx but instead to approach his philosophy with an open mind.

AS.150.321.01

African Philosophy

Sandy Koll

Overall quality of the class: 4.86

Summary:

Students praised this course for having a passionate instructor who, as a South African, brought a unique perspective to an overlooked topic. Perceived issues with the course included a belief that the course's class size could be increased as sometimes students didn't complete the assigned reading so in-class discussions suffered from lack of input. Suggestions for improvement varied widely. One student asked that the assignments be due on non-class days while others wanted to have a more diverse selection of assigned readings. Prospective students should know that students should come into the course with an open mind. Students found that the course was not only a look at African philosophical thought but also examined African history.

AS.150.475.01

Addiction, Depression, and the Self

Hilary Bok

Overall quality of the class: 3.93

Summary:

PHILOSOPHY

Students praised this course for having a knowledgeable and enthusiastic instructor who covered an interesting topic. Perceived issues with the course included a belief from multiple students that mixing undergraduate and graduate students in discussions was counterproductive as undergraduate students were either unfamiliar with the arguments made by more experienced graduate students or were too intimidated to debate them. Suggestions for improvement varied; multiple students found that the course could use more structure. Some students felt that the in-class discussions could wander off topic and that the instructor didn't have a clear view of the direction the course was headed. Prospective students should know that the course had a heavy amount of assigned readings. Also, students should have some background in philosophy when they sign up for the course.

AS.150.493.01

Introduction to Scientific Methods

Peter Achinstein

Overall quality of the class: 3.33

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
PHYSICS AND ASTRONOMY DEPARTMENT**

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

AS.171.101.01-10

**General Physics: Physical Science Major I
Bruce Barnett**

Overall quality of the class: 3.90

Summary:

Students broadly praised this course’s instructor who put on live demonstrations and experiments in order to help students grasp concepts. Perceived issues with the course included a broad belief that the course’s homework was significantly harder than the information covered in lectures and what students were tested on for exams. Suggestions for improvement varied. Multiple students requested that the instructor spend more time going over some of the more challenging concepts in class and perhaps offer students more example problems similar to what they should expect on the exam. Prospective students should know that students found the course challenging but manageable and that it was helpful to have a background in calculus or physics.

AS.171.102.01-06

**General Physical Science Majors II
Petar Maksimovic**

Overall quality of the class: 4.07

Summary:

Students praised the course’s instructor for being enthusiastic, eloquent and receptive to students’ issues and questions. Students broadly thought that the course had a heavy workload and covered so many complex topics that it was easy to get lost. Suggestions for improvement varied with many students unsure how the course could be improved; other students wanted to see either easier exams and homework or fewer tests and homework assignments. Prospective students should know that students found the course extremely challenging, but complimented the instructor for being both knowledgeable and committed to helping students succeed.

AS.171.103.01-10

General Physics I for Biological Science Majors

PHYSICS AND ASTRONOMY

Julian Krolik

Overall quality of the class: 1.93

Summary:

Students praised this course for having an enthusiastic instructor who performed interesting in-class lab demonstrations and used clicker questions to reinforce material. Students had various issues with the course, with many finding that the instructor's teaching style made the lectures less than useful and forced students to teach themselves the material. Suggestions for improvement primarily centered on a desire by multiple students that concepts be more clearly explained in lectures. Prospective students should know that students found it incredibly important to be self-motivated and to take advantage of any and all resources in order to master the material.

AS.171.105.01-02

Classical Mechanics I

Norman Armitage

Overall quality of the class: 3.88

Summary:

Students praised this course for giving students a firm foundation in physics and for using interesting in-class demonstrations that served to demonstrate theories well. Perceived issues with the course varied; some student felt they weren't given enough time to complete exams and other assignments while others thought the instructor was hard to follow as he jumped between topics. Suggestions for improvement centered on a desire of multiple students that the course incorporate additional examples and demonstrations in order to help students nail down concepts, or for those already familiar with the core concepts, give them a new way to view them. Prospective students should know that students found the course provided them with an in-depth explanation of mechanics and that it was helpful to have some background in physics or calculus.

AS.171.107.01-04

General Physics for Physical Sciences Majors

Robert Leheny

Overall quality of the class: 4.49

Summary:

Students praised this course for having an engaging professor who encouraged students to learn using group work during the class and also provided online resources for studying. Students' issues with the course included a belief by multiple students that using the online resource Smartphysics could be difficult and unhelpful. Suggestions for improvement included a broad desire among students that the instructor demonstrate key concepts during class rather than relying on online resources to teach concepts. Prospective students know that students found the course had an engaging instructor who pushed students to learn using a combination of videos and group work. Students also found that having some background in physics was helpful for success in the course.

AS.171.113.01

Subatomic World

PHYSICS AND ASTRONOMY

Barry Blumenfeld

Overall quality of the class: 4.23

Summary:

Students broadly praised this course for having a 'wonderful' and 'entertaining' instructor who explained complex subjects in a simple and understandable way. Perceived issues with the course varied; many students didn't have any issues with the course while other students found that the content of the course could be difficult and dry to follow. Suggestions for improvement varied and included a belief that the course could be improved if there were more in-class examples. Prospective students should know that students complemented this course for having a gifted instructor, a manageable workload and for being a course that was welcoming to those without a strong science background.

AS.171.123.01

How to build an iPhone: Physics in Modern Life

Christopher Morris, LiDong Pan

Overall quality of the class: 3.67

Summary:

Students praised this course for the passion of the instructors and for covering the physics behind the iPhone. Perceived issues with the course included a belief from multiple students that while the course was advertised to non-science majors, students found the course went into high-level technical information that was difficult to grasp. Suggestions for improvement included a broad desire by students that the course veer away from going over the math and science and instead focus on concepts. Prospective students should know that students found the course didn't require much background in physics, science and math; however, experience in these fields would be helpful.

AS.171.201.01-02

Special Relativity/Waves

Nadia Zakamska

Overall quality of the class: 4.39

Summary:

Students praised this course for having a great instructor who explored interesting and challenging material. Perceived issues with the course included a belief by multiple students that the course at times moved very quickly through very challenging material. Suggestions for improvement included an impression by multiple students that the course would be better if there were fewer labs and the instructor instead provided additional examples in class or moved at a slower pace. Prospective students should know that students found the course challenging and that it was important to have a strong background in math such as calculus, differential equations and linear algebra.

AS.171.301.01-02

Electromagnetic Theory II

Andrei Gritsan

PHYSICS AND ASTRONOMY

Overall quality of the class: 4.17

Summary:

Students praised this course for covering interesting material and for having a useful textbook. Perceived issues with the course included a belief from multiple students that the course attempted to cover a massive amount of difficult concepts over a semester, to the point that one student felt they weren't sure how to apply the concepts that were taught. Suggestions for improvement included a desire by multiple students that the course go into greater depth on subjects, such as by including more examples outside what existed in the textbook. Prospective students should know that students found that knowing partial differential equations was helpful prior to taking this course, and that the course was mathematically difficult.

AS.171.303.01

Quantum Mechanics

Chia Ling Chien

Overall quality of the class: 3.68

Summary:

Students praised this course for introducing quantum mechanics to students and for having a 'superb' lecturer. Students perceived various issues with the course; multiple students thought that there was a disconnect between what students were taught in the course's lectures and the way the textbook explained the same information. Other students disliked that the instructor was out of town and missed lectures multiple times. Suggestions for improvement included a desire by multiple students that the course include more example problems and a better textbook that could help students learn the subject material. Prospective students should know that students found it essential to have some math background, particularly in linear algebra, in order to be successful in this course.

AS.171.312.01

Statistical Physics/Thermodynamics

Tobias Marriage

Overall quality of the class: 4.67

Summary:

Students praised this course for having a helpful and knowledgeable instructor who introduced them to new concepts in physics. Perceived issues with the course included a belief by many students that the course's homework was excessively difficult and that some of the questions didn't reflect what students had learned in class. Students' suggestions for improvement largely centered on the course's homework; multiple students wanted more feedback provided on the homework so that they could understand how to furnish the answer to the questions. In addition, one student asked for the homework assignments to include page numbers to the relevant pages. Prospective students should know that students found the course had a manageable workload and that having a good grasp of math was helpful when taking the course.

AS.171.321.01

Introduction to Space, Science and Technology

Stephne McCandliss, Stephen Murray

PHYSICS AND ASTRONOMY

Overall quality of the class: 3.35

Summary:

Students in this course praised it for having a relaxed atmosphere and instructors who seemed both knowledgeable and passionate about the subject matter. Students perceived various issues with the course. Many students disliked the course's focus on group work with several students saying there was no way to hold people accountable if they failed to complete their assigned work. Other students thought the lectures, particularly the ones that centered on the organizational and administrative side of space exploration, could be boring. Suggestions for improvement centered on a sense among multiple students that group participation could be improved by making students' assigned work groups smaller. Prospective students should know that students found the course had a reasonable workload; however, students warned that the course involves a good amount of group work and students that are saddled with group members who are not as productive may have to take on additional work in order to compensate for them.

AS.171.331.01

Planets, Life and the Universe

Colin Norman

Overall quality of the class: 3.75

This class had 5 or fewer comments.

AS.171.603.01

Electromagnetic Theory

Brice Menard

Overall quality of the class: 2.11

Summary:

Students widely praised this course for having a manageable workload. Perceived issues with the course varied; some students found that the course's quizzes weren't helpful in teaching students content but instead only took up time in the lecture. Other students didn't feel that they learned that much during the course. Suggestions for improvement included a desire by multiple students that the course approach fewer topics and go deeper into a few topics. Prospective students should know that students found the course involved a fair amount of reading and had a reasonable workload.

AS.171.605.01

Quantum Mechanics

Marc Kamionkowski

Overall quality of the class: 4.25

Summary:

Students praised this course for covering interesting and challenging subject matter. Perceived issues with the course included a belief from some students that the course's workload could be overwhelming at times. Suggestions for improvement also varied; however, multiple students wanted to see the

PHYSICS AND ASTRONOMY

instructor include more examples from different sources in the course. Prospective students should know that students found the course to be challenging and time consuming; however, students also found that the course built on the foundation they had established from earlier courses.

AS.171.612.01

Interstellar Medium and Astrophysical Fluid Dynamics

Colin Norman

Overall quality of the class: 4.00

This class had 5 or fewer comments.

AS.171.621.01

Condensed Matter Physics

Nina Markovic

Overall quality of the class: 3.33

Summary:

Students praised this course for covering a large range of interesting topics and providing a good introduction to condensed matter. Perceived issues with the course included a complaint by students that graded homework assignments were never returned to them. Multiple students thought the course could be improved if the course included a discussion section with a teaching assistant during which students could ask questions and could explore concepts in greater depth. Prospective students should know that students found this course could be challenging and that a strong foundation in math was helpful.

AS.171.629.01

First Year Research

Brice Menard, Oleg Tchernyshyov

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.171.641.01

Second Year Research

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.171.701.01

Quantum Field Theory

Jared Kaplan

Overall quality of the class: 4.38

This class had 5 or fewer comments.

PHYSICS AND ASTRONOMY

AS.171.750.01

Cosmology

Charles Bennett

Overall quality of the class: 4.50

This class had 5 or fewer comments.

AS.171.751.01

Neutron Scattering and Quantum Condensed Matter Physics

Colin Broholm

Overall quality of the class: 4.75

This class had 5 or fewer comments.

AS.172.203.01

Contemporary Phys Sem

Natalia Drichko

Overall quality of the class: 3.39

Summary:

Students appreciated that the course focused on a variety of interesting, yet relevant topics throughout the semester. Students were given the opportunity to learn about topics of their choice. Some students noted that there was a lack of feedback and heavy focus on the presentation. It was suggested that the course incorporate a different style of lecture to include presenters that are more versed on the given topic. Prospective students should know that little to no background is required, and the course is focused around a presentation.

AS.173.111.01-23

General Physics Laboratory I

Morris Swartz

Overall quality of the class: 2.86

Summary:

The best aspect of this course was that all of the work is completed during the lab. Students found many of the labs to be interesting and appreciated the light workload. While labs are completed in a condensed time, many students noted being stressed from having to rush to finish within the allotted time. Students suggested having more concise instructions regarding labs. Additionally, students would like more time to complete labs. Prospective students should always complete the pre-lab assignments prior to lab, as it will lessen the in-class burden.

AS.173.112.01-06

General Physics Laboratory I

Morris Swartz

PHYSICS AND ASTRONOMY

Overall quality of the class: 3.34

Summary:

The best aspect of this course was that there was no work outside of the lab. Students found many of the labs to be thought provoking, as lecture topics were being applied in real life. While labs are completed in a condensed time, many students noted being stressed from having to rush to finish within the allotted time. Students suggested having more concrete labs instructions. Additionally, students would like more time to complete labs. Prospective students should always come to lab prepared, as the entire lab must be completed during the section meeting.

AS.173.115.01-02

Classical Mechanics Laboratory

Morris Swartz

Overall quality of the class: 3.60

Summary:

The best aspect of this course was the practicality of the labs. Students enjoyed learning about physical concepts in an applied setting. Many students noted that they are not allotted enough time to complete the labs. Students suggested providing more time to complete labs, in addition to providing more feedback. Prospective students should maximize use of lab time by always coming prepared, having already reviewed the lab, and prepared any preliminary questions.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
POLITICAL SCIENCE DEPARTMENT**

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.190.101.01-12
Introduction to American Politics
Benjamin Ginsberg**

Overall quality of the class: 3.38

Summary:

Students praised this course for having an entertaining lecturer and for being an excellent introductory course. Multiple students complained that it seemed as though the instructor seemed to jump from subject to subject which made it hard for students to figure out which topics were important and which were irrelevant. Suggestions for improvement included a broad desire that the lectures should be made more effective and relate more closely to the homework and assignments. Prospective students should know that students found the course to be a solid introduction to American politics; however, students noted that it was incredibly important to do the reading in order to master the class.

**AS.190.199.01
Freshman Seminar: The Politics of Water
Margaret Keck**

Overall quality of the class: 3.36

Summary:

Students praised this course for having an engaging and passionate instructor who made well-illustrated connections between water and politics. Perceived issues with the course varied; multiple students found that the individual lectures, which were three-hours long and once a week, could be long and tedious. Suggestions for improvement included a desire by multiple students that lectures be shorter or that the course meet twice weekly. Prospective students should know that students found the course covered a variety of topics and perspectives.

**AS.190.209.01-12
Contemporary International Politics
Steven David**

POLITICAL SCIENCE

Overall quality of the class: 4.47

Summary:

Students praised this course for having an instructor who made lectures engaging and interesting despite the course's large class size. Perceived issues with the course ranged from students who thought the course had an excessive amount of reading, much of which they felt was redundant. Suggestions for improvement varied greatly; a couple of students wanted better guidance from the instructor with one student wishing the instructor had assigned less reading so students could spend more time digging into individual readings. Prospective students should know that students found the course had a reasonable workload; however, some students thought the course had a lot of assigned reading.

AS.190.226.01-04

Global Governance

Bentley Allan

Overall quality of the class: 4.53

Summary:

Students broadly praised this course for having an engaged and passionate instructor who covered interesting material and spurred class participation. Multiple students found that the course's assigned readings were heavy and oftentimes dry. Suggestions for improvement were few as many students expressed satisfaction; however, multiple students expressed a desire to see the number of assigned readings decreased. Prospective students should know that many students described the course as an excellent look at international organizations, and some students even described the class as the best one they had ever taken at Hopkins.

AS.190.283.01

The Politics of Memory (Classics of Political Thought IV)

Philip Brendese

Overall quality of the class: 4.25

Summary:

Students praised this course for having amazing, thought-provoking lectures and intriguing assigned readings. Many students perceived a lack of structure in the course with multiple students saying it felt as though the instructor was rushing through topics. Students' suggestions for improvement varied. Some students wished the instructor would assign less reading and jump around to fewer points so it wouldn't feel as though the class was hurrying; other students wanted the course to meet for longer time periods so individual classes wouldn't feel rushed. Prospective students should know that students found that the course explored a variety of deep philosophical topics and that keeping up with the assigned readings was essential to success in the course.

AS.190.307.01

Race, Politics and Literature

Philip Brendese

Overall quality of the class: 4.73

POLITICAL SCIENCE

Summary:

The best aspect of the course was the stimulating conversations that were facilitated by the instructor. Students noted that Professor Brendese was very passionate about the subject. The worst aspects of the course were the occasionally dense readings and discussions. In order to improve the course, students suggested meeting twice a week, and a more diverse literary selection. Prospective students should know that there is a lot of reading and critical thinking involved.

AS.190.326.01

Democracy And Elections

Richard Katz

Overall quality of the class: 2.62

Summary:

The best aspect of the course was the TA section. Students noted that they received great explanation and analysis of course material. The worst aspect of the course was the lecture. Students suggested making the lecture more engaging. Prospective students should know that it's a great class surrounding democratic theory.

AS.190.329.01

National Security-Nuclear Age

Steven David

Overall quality of the class: 4.89

Summary:

Students praised the instructor for his knowledge and notable lectures. The material was interesting and discussions were thought provoking. The worst aspects of the course were the heavy reading load and difficult exams. Students suggested more variation in graded material. Prospective students should know that readings are critical to success and Professor David does a great job conveying course material.

AS.190.333.01-02

American Constitutional Law

Emily Zackin

Overall quality of the class: 4.71

Summary:

The best aspects of the course were the instructor and the interesting material. Students noted that class discussions were thought provoking and very beneficial. The worst aspect of the course was the difficulty faced when composing essays. Students noted that at times discussions were limited due to the differently levels of participation. In order to improve the course, students suggested having a smaller class and possibly more time for lecturing. Prospective students should know that readings are crucial and grading can be a bit severe.

AS.190.335.01

Imagining Borders

POLITICAL SCIENCE

Renee Marlin-Bennett

Overall quality of the class: 3.80

Summary:

The best aspect of the course was the stimulating discussions paired with an interesting range of material. Students got the chance to view issues from a different perspective. The worst aspects of the course were the readings and topic deviation. Students suggested clarification of expectations and more focused readings. Prospective students should know that there is a lot of work that requires keeping up with the readings.

AS.190.337.01

The Constitution and the Criminal Justice System

Joel Grossman

Overall quality of the class: 4.17

Summary:

The best aspect of the course was the interesting subject matter. Students noted that Professor Grossman was a great instructor with passion for the topic. The worst aspect of the course was the hefty reading load each week. Additionally, students did not like that their grade was composed of only two exams. Students suggested adding more grading opportunities. Prospective students should know that there are optional discussion sections and all readings are important.

AS.190.340.01

Black Politics I

Lester Spence

Overall quality of the class: 4.47

Summary:

Students found the instructor to be not only knowledgeable, but extremely passionate about the material. The open style discussions were great for reinforcing topics. The worst aspect of the course was the lengthy, dense readings. In order to improve the course, students suggested assigning shorter readings. Prospective students should prepare for an interesting course with a hefty amount of reading and writing assignments.

AS.190.354.01

Politics of Health Policy

Phillip Longman

Overall quality of the class: 4.20

Summary:

The best aspects of the course were the interesting material and subsequent discussions. Students noted receiving great explanations of healthcare related issues. The worst aspects of the course were the lack of graded material and the length of the lecture. Students suggested providing more feedback

POLITICAL SCIENCE

and grading opportunities. Prospective students should know that it will be beneficial to have some background in healthcare/health policy, but it's not necessary.

AS.190.368.01

Pluralism

Samuel Chambers

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.190.396.01

Capitalism and Ecology

William Connolly

Overall quality of the class: 4.83

Summary:

The best aspects of the course were the interesting topics and knowledgeable instructor. Students found the discussions to be engaging and informative. The worst aspect of the course was the abstract ideas. Students also noted that discussions were at times limited due to the small class size. In order to improve the course, students suggested more engagement from their peers. Prospective students should know that it's beneficial to have some background in political theory.

AS.190.426.01

Science and Expertise in Global Politics

Bentley Allan

Overall quality of the class: 4.27

Summary:

Students praised the instructor for his knowledge and ability to drive the course. Class discussions were noted as very effective due to Professor Bentley's guidance and effort to make students think critically. The worst aspect of the course was the heavy reading load. Students suggested less required reading, and more questions related to the reading. Prospective students should know that it is a challenging course with a lot of reading assignments.

AS.190.430.01

Time and Punishment

Jennifer Culbert

Overall quality of the class: 4.30

Summary:

The best aspects of the course were the discussions and the instructor's philosophical background. Students greatly appreciated that Professor Culbert gave such extensive feedback on assignments. The worst aspect of this course was the lack of consistency regarding discussions. Students suggested more

POLITICAL SCIENCE

lenient grading and more focused readings. Prospective students should know that a background in philosophy and political theory is beneficial.

AS.190.436.01

Republican Orders and Sustainability

Daniel Deudney

Overall quality of the class: 4.75

Summary:

The best aspect of the course was the interesting yet relevant course material. Students appreciated that the course offered engaging discussions. The worst aspects of the course were the dense readings and the lack of grading opportunities. In order to improve the course, students suggested adding another grading opportunity. Prospective students should know that the course involves a lot of reading.

AS.190.471.01

The University and Society

Benjamin Ginsberg, Robert Kargon

Overall quality of the class: 4.28

Summary:

Students noted that the best aspects of the course were the interesting topics and engaging instructors. Additionally, students enjoyed learning about their environment at Hopkins from various perspectives. The worst aspect of the course was the student presentations, as they seemed to lack structure. In order to improve the course, students suggested more feedback, clearer guidelines, and seminar style seating for discussions. Prospective students should know that they will learn a lot of interesting information about the university, and the readings are lengthy.

AS.191.109.01

Freshman Seminar: American Democracy and its Discontents

Kellan Anfinson

Overall quality of the class: 4.08

Summary:

Students praised this course for its focus on in-class discussions which allowed students to get a better feel for theoretical concepts. Perceived issues in this course varied. Many students thought that the assigned readings and, to an extent, the professor had one view on history and politics and that it would have been more helpful to have a diversity of views incorporated into the course. Suggestions for improvement varied with some students finding that they wished the course would cut down the number of assigned readings, particularly those ones that were repetitive, and either assign new readings with contrasting views or have students dig deeper into a smaller collection of readings. Prospective students should know that students found the course had a significant but not overwhelming workload and that participation was central to the class.

AS.191.111.01

POLITICAL SCIENCE

The Limits of Tolerance: Nation-States, Immigration, and Islam in Europe **Meghan Luhman**

Overall quality of the class: 3.44

Summary:

Students praised this course for covering interesting and current social and political problems in Europe surrounding Islam and immigration, which in turn spurred interesting in-class discussions. Issues with the course varied with most students finding that it had a hefty amount of assigned reading and that in-class discussions could flounder and be unproductive. Suggestions for improvement varied. Most students wanted the instructor to look at finding new and different ways to engage in-class discussions such as student presentations, or simply stepping back and letting the students talk without the instructor jumping in. Other students thought the once-a-week lecture should be split up into multiple lectures during the week in order to prevent students' attention from waning. Prospective students should know that students found the course had many challenging yet interesting readings and that for in-class discussion to be productive, all students had to participate.

AS.191.112.01

Freshman Seminar: War, the Garrison State and the American Security Tradition **Ryan Fried**

Overall quality of the class: 4.67

Summary:

Students praised this course for having an extremely enthusiastic instructor who explained an interesting topic in this well-run, seminar-style course. Students' perceived issues with the course primarily centered on the course's length. Multiple students thought that having the course meet for three hours once a week led to boring lectures that tended to drag on. In addition, many students thought the course had a hefty workload with multiple students disliking the amount of long and dense readings that the instructor assigned. Suggestions for improvement of the course included a desire by multiple students that the course meet for shorter periods across the week and that the amount of assigned reading be decreased. Prospective students should know that students praised this course and found that it was important to complete the assigned readings and to participate during in-class discussions.

AS.191.114.01

Free Expression in the 21st Century **Gary Jones**

Overall quality of the class: 4.29

Summary:

Students praised this course for covering interesting material which spurred students to bring their differing viewpoints into the group's discussions. Perceived issues with the course focused on a belief that in-class discussions could drag when students failed to participate, and that the course's assigned reading could be tedious and heavy. Suggestions for improvement included a belief that more active participation by students could make in-class discussions more productive. Prospective students should

POLITICAL SCIENCE

know that students found the course required them to read a lot and that being engaged during in-class discussions was important.

AS.191.309.01

Non-Western Political Theory

Stuart Gray

Overall quality of the class: 4.65

Summary:

Students praised this course for having a passionate instructor who took a personal interest in students and worked to make this course a discussion-based class. Perceived issues with the course included a belief that the course required students to read a lot of texts, some of which were quite dry. In addition, students found discussions could wander off topic and waste time. Suggestions for improvement varied; some students thought the course would work better if it was split into multiple sessions that met for shorter periods throughout the week. Other students thought that the in-class discussions could be better managed by having a guideline for discussions or by the instructor keeping students on topic. Prospective students should know that students found the course had an amazing instructor and that it was important to complete assigned readings in order to participate in the course's in-class debates.

AS.191.321.01

Anti-colonial and Post-colonial Revolutions

Allen Stack

Overall quality of the class: 4.78

Summary:

Students praised this course for having a well-read and passionate instructor who had students read important works by the likes of Gandhi, Frantz Fanon and Marcus Garvey. Students had few issues with the course. Some students wished the course would have gotten to more readings including ones that focused on the post-colonial era. Other students wanted more explanation from the instructor on key concepts. Suggestions for improvement largely centered on class participation with multiple students asking that the instructor push more students to participate during in-class discussions. Prospective students should know that students found the course was a great course that explored an overlooked area of history.

AS.191.333.01

Philosophies of Capitalism from Rousseau

Christopher England

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.191.335.01

Arab-Israeli Conflict (IR)

Robert Freedman

POLITICAL SCIENCE

Overall quality of the class: 4.58

Summary:

Students praised this course for having an engaging instructor who contributed his real world experience to the class. Perceived issues with the course varied; while some students didn't have an issue with the course, other students felt the course covered too much material to the point where it could be intimidating for people without a background in the conflict. Suggestions for improvement were few as many students enjoyed the course as it was. Some students found that they wanted the course to move slower or to cover fewer topics. Prospective students should know that students found the course was intellectually rewarding and challenged students to complete a significant amount of reading.

AS.191.345.01

Russian Foreign Policy (IR)

Robert Freedman

Overall quality of the class: 4.13

Summary:

Students praised this course for having a knowledgeable instructor who passionately went over a comprehensive history of Russia's relations with the outside world. Perceived issues with the course included a belief from multiple students that the course covered difficult material and that lectures felt unnecessarily long and draining. Suggestions for improvement included a desire amongst multiple students that the class meet more often, but for shorter periods as well as a desire for the course to cover less material. Prospective students should know that students found that the course didn't require them to have a background in Russian history or culture; however, students found that they needed to be prepared to work and study hard in order to succeed in the course.

AS.191.372.01

Making Social Change

Shayna Storm

Overall quality of the class: 4.00

Summary:

Students praised this course for featuring a variety of great guest speakers who spurred interesting conversations in order to help students understand the subject matter. Perceived issues with the course included a belief that the instructor assigned too many readings and that the prompts for assignments were confusing. Suggestions for improvement included a general desire that the instructor assign shorter reading assignments. Prospective students should know that the course doesn't require students to have a background in the subject area and that students found it was important to complete the assigned reading.

AS.191.375.01

Thinking Organizationally about Politics

Steven Teles

Overall quality of the class: 3.82

POLITICAL SCIENCE

Summary:

Students widely praised this course's engaging instructor as the highlight for the course. Students disliked that opinions that differed from the instructor's views weren't welcomed in the course. Other students disliked that the amount of assigned reading in the course seemed excessive. Students also found the instructor's language could be a bit coarse at times. Suggestions for improvement included a belief that the course could be improved if the instructor had students read articles on topics rather than assigning whole books. Prospective students should know that students found the course didn't require them to have a background in the American political system; however, students found that having a basic understanding of how government is organized would be helpful.

AS.191.376.01

Public Policy Writing

Philip Longman

Overall quality of the class: 3.55

Summary:

Students praised this course for its heavy emphasis on feedback through direct conversations with the instructor. Students' issues with the course centered on a belief that the instructor didn't provide them with enough specific guidelines on what was expected of them on assignments. Suggestions for improvement centered on a desire from students for additional details on what was expected on assignments. Prospective students should know that students found that the regular meetings with the instructor were helpful.

AS.191.379.01

Thinking Strategically

Karl Mueller

Overall quality of the class: 4.00

Summary:

Students praised this course for covering interesting material which in turn spurred engaging class discussions. Perceived issues with the course included a belief that the course could have long lectures in which the instructor seemed to dominate the conversation leading to little class interaction. Suggestions for improvement included a broad desire for more opportunities for group activities and in-class exercises. Prospective students should know that students found it was important to be engaged in the class and in order to be involved during class, students had to complete assigned readings.

AS.191.382.01

Thinking Economically

Dean Baker

Overall quality of the class: 4.00

Summary:

Students praised this course for its small-class size which allowed for engaging and interesting in-class discussions. Perceived issues with the course largely focused on a belief that the course and its

POLITICAL SCIENCE

instructor assumed students had a background in economics and moved at a pace that left some students behind. Suggestions for improvement included a desire by multiple students that the instructor provide more instruction to students either by lecturing in greater depth or providing students a better overview of what is expected of students on assignments. Prospective students should know that students found that it was helpful to have some background in economics.

AS.191.393.01

The Arab Spring and the New Revolution

Robert Ford

Overall quality of the class: 4.83

Summary:

Students praised this course for having a passionate instructor who brought his experiences as an ambassador to the course. Students had few issues with the course; a few students found the course's assigned readings were difficult. Students similarly had few suggestions on how to improve the course; some students wanted a better perspective on the Arab spring and the Middle East with one student asking that a few classes be dedicated to providing a historical overview. Prospective students should know that students found it was important to come into the course with a general understanding of recent issues affecting the modern Middle East.

AS.191.402.01

Numbers, Pictures, Politics

Mark Rom

Overall quality of the class: 2.45

Summary:

Students praised this course for intending to cover useful subject matter, namely data visualization. Students broadly complained about the course appearing disorganized and of lackluster feedback from the instructor. Multiple students found that when they had questions, rather than being told an answer they were told to 'Google it' in order to find a solution. In addition students complained that students didn't have assignments returned to them promptly which led some students to repeat mistakes in their work. Suggestions for improvement included a desire by multiple students that the course should provide students with additional examples of how to successfully use computer programs. Prospective students should know that students found the course emphasized self teaching and that coming into the course with some knowledge of coding was helpful.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
PROFESSIONAL COMMUNICATION DEPARTMENT**

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.661.110.01-02

**Professional Communication for Science, Business & Industry
Jay Thompson**

Overall quality of the class: 4.00

Summary:

Students found that the best aspect of this course was the engaging and approachable instructor. Students also praised the usefulness of the course content. They believed the weakest element of the course was the lack of timely feedback and grades on assignments. Some students also suggested that the final project could be redesigned to be more relevant. Students believed that it was useful for people considering taking this class to know that while it was writing intensive, the workload was manageable.

EN.661.110.04

**Professional Communication for Science, Business & Industry
Robert Graham**

Overall quality of the class: 4.38

Summary:

Students found that their favorite aspects of this class were the opportunity to develop both writing and speaking skills as well as the helpfulness of the instructor. Students thought that the least favorable element of the class was the way that teacher’s lectures sometimes diverged into anecdotal tangents. Students also believed that there may have been too much of an emphasis on business writing. Students felt the course could be improved with a more even distribution of work over the duration of the class with more small assignments rather than a few large ones. Students thought it was important for those thinking about taking this class that the course was useful but required a heavy workload of assignments.

EN.661.110.05; 08

**Professional Communication for Science, Business & Industry
Nicole Jerr**

PROFESSIONAL COMMUNICATION

Overall quality of the class: 4.31

Summary:

Students thought the best aspect of this course was the applicability of the content for their professional lives. They also appreciated the approachability of the instructor. Students believed the least effective element of the course was the review of grammar usage, which they thought wasn't useful. Students thought the course could have been improved with a greater focus on resume writing and interviewing. Students felt it would be useful for future participants to know that the workload for the course mostly consisted of few major assignments, but otherwise was manageable.

EN.661.110.06

Professional Communication for Science, Business & Industry

Jenny Bernstein

Overall quality of the class: 4.06

Summary:

Students were the most appreciative of the helpful and engaging instructor for this course who they believed gave useful feedback. They believed that the biggest drawback of the course was that too many large assignments were due at the end of the semester. Students thought the course could be improved by distributing the work more evenly over the duration of the class and offering a greater variety of assignments. They also thought it would be useful for future potential participants to know that this class was especially useful for improving writing skills.

EN.661.110.07

Professional Communication for Science, Business & Industry

Caroline Wilkens

Overall quality of the class: 4.64

Summary:

Students felt the best element of this course was the instructor who they believed was both engaging and knowledgeable and provided effective assignments. In expressing what they thought the worst aspect of this course was, some students commented that they wished that feedback on assignments could have been returned more quickly. Students also believed that the course could be improved by dividing the current 3 hour class sessions into multiple shorter sessions. Students thought it was useful for people thinking about taking this class to know that the course emphasized writing practice and the workload was manageable.

EN.661.111.01

Professional Communication for ESL Students

Laura Davis

Overall quality of the class: 4.64

This class had 5 or fewer comments.

PROFESSIONAL COMMUNICATION

EN.661.150.01-02

Oral Presentations

Kevin Dungey

Overall quality of the class: 4.81

Summary:

For this course, students expressed their greatest appreciation for the instructor who they complimented for his enthusiasm and for helping students improve their presentation skills. They thought the least favorable aspect of the class was the need for more guidance for assignments. Students believed there was little to be improved about the class except that there could be more feedback and direction for assignments. Students thought that it would be useful for people thinking about taking this class that it was genuinely helpful. They also mentioned that students should expect to give presentations each week for much of the course.

EN.661.150.03; 05

Oral Presentations

Julie Reiser

Overall quality of the class: 4.54

Summary:

Students thought the best aspect of this course was the instructor who they believed was supportive and engaging. Students thought the workload for this section was large in comparison to other sections of this course. Students also felt the class could be improved by more lenient grading for assignments. Students thought that it was valuable for potential participants in this class to know that they found this class to be useful in developing their public speaking skill. They also thought others should know there was a significant workload of both writing and reading for this class.

EN.661.150.04

Oral Presentations

Jason Heiserman

Overall quality of the class: 4.83

Summary:

Students praised this class for being genuinely useful in improving their presentation ability. Students also appreciated the instructor who they found to be helpful. Students found that this class had few drawbacks, except that some students believed that the instructor could have provided more constructive rather than merely positive feedback on their work. Students thought that people considering taking this class should know that while the course required regularly speaking in front of others, prospective participants should not let discomfort with speaking keep them from taking the course.

EN.661.150.06

Oral Presentations

Charlotte O'Donnell

PROFESSIONAL COMMUNICATION

Overall quality of the class: 4.75

Summary:

Students most appreciated the feedback they received from the instructor on their presentations in class. However, students' biggest criticism was that the course's three-hour-long class time was too long. They also thought the course could be improved if class times were shortened. Students felt it would be useful for future participants to know that the course helped them to progress in their ability to speak publicly.

EN.661.150.07-08

Oral Presentations

Andrew Kurlanko

Overall quality of the class: 4.75

Summary:

Students expressed that their favorite aspect of this class was the way it provided weekly opportunities to improve their public speaking skills based on useful feedback from their classmates and the instructor. They also complimented the way the instructor was both informative and helpful. Students thought the least favorable element of the class was the course's quizzes which they believed were overly difficult. They also believed that the class could be improved by dividing the class into shorter sessions that met more frequently throughout the each week. Students thought it was valuable for people considering taking this class to know that they found the course to be genuinely useful.

EN.661.151.01

Oral Presentations for ESL

Laura Davis

Overall quality of the class: 4.75

This class had 5 or fewer comments.

EN.661.315.01

The Culture of the Engineering Profession

Erin Rice

Overall quality of the class: 4.20

Summary:

Students praised this course for having an interesting and well prepared instructor who taught students how to summarize highly technical processes for a non-engineer. Students found that the course had a hefty workload and that the instructor was slow to return graded work. Suggestions for improvement included a belief that the instructor should return assignments to students in a more timely manner and that more feedback could be provided on assignments. Prospective students should know that students found the course had a decent workload and that it was important to pay attention during class in order to pick up on the instructor's useful knowledge.

EN.661.361.01

PROFESSIONAL COMMUNICATION

Corporate Communications & P.R. Pamela Sheff

Overall quality of the class: 4.26

Summary:

Students praised this course for covering interesting material and featuring a mixture of guest lecturers who demonstrated the real-world application of what they were learning in the course. Perceived issues with the course varied. Many students thought instructions in the course were vague and that in general students weren't given enough guidance on what was expected on assignments. Suggestions to improve the course varied. Many students wanted the instructor to provide more direction to students on what was expected on assignments. Prospective students should know that students found the course was discussion based and had a manageable workload.

EN.661.380.01 Business Analytics Sinan Ozdemir

Overall quality of the class: 4.07

Summary:

Students praised this course for covering engaging subject matter and for introducing math and coding concepts to students who may not have a strong background in either subject. Students found that the course wasn't particularly well organized and that it seemed as though some lessons were developed on the fly. Suggestions for improvement varied. Multiple students wanted the course to be streamlined so that it covered fewer topics and the syllabus was better defined. Prospective students should know that students found the course to be a good introduction to Python, R, and statistics. They also felt the course was useful for business students and those who didn't have a background in engineering.

EN.661.610.01 Research Writing for ESL Denise Link-Farajali

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.661.613.01 Professional Communication for ESL: Financial Math Denise Link-Farajali

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.661.710.01 Dissertation Writing Workshop Julie Reiser

PROFESSIONAL COMMUNICATION

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
PSYCHOLOGICAL AND BRAIN SCIENCES DEPARTMENT**

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
Introduction to Psychology
Stephen Drigotas**

Overall quality of the class: 3.57

Summary:

Students attending this course appreciated the effective communication style of the teacher and the light workload. Students felt the course’s greatest drawbacks were the large class size and the examinations that were the main source of evaluation for the class. Students thought the course could be improved with additional homework assignments or quizzes. Students want potential participants to know that attending lectures for the class is important because material for lectures is featured prominently in exam questions.

**AS.200.141.01
Foundation of Brain, Behavior and Cognition
Linda Gorman**

Overall quality of the class: 4.23

Summary:

Students enjoyed how this course covered a broad range of material delivered by a lecturer with an engaging style of delivery. They also appreciated the availability of materials online. However, students also thought that the class moved quickly, making it difficult to digest the large amount of information. Students thought that class could be improved with the addition of discussion sections and additional homework assignments so that grades were less heavily reliant on exam scores. Students thought it was important for potential participants to know that they were allowed to use notes when taking exams.

**AS.200.163.01
Gamechangers: Conceptual Breakthroughs in Neuroscience
Shreesh Mysore**

Overall quality of the class: 4.22

PSYCHOLOGICAL AND BRAIN SCIENCES

Summary:

Students enjoyed the effective teaching style of the lecturer and engaging discussion in this course. Students thought that the greatest drawback of the class was the large workload required. Students also thought the course could be improved by requiring fewer writing assignments. Students felt that it was important for people interested in taking this class to know that while it required substantial work, the class offered a rewarding blend of historical and scientific learning.

AS.200.204.01-02

Human Sexuality

Anna Jarema, Chris Kraft

Overall quality of the class: 4.57

Summary:

Students appreciated the engaging lectures and relevant subject matter of this course. Some students thought that the course could have delved deeper into its subject and that they could have received greater feedback on assignments. Students thought the course could be improved by receiving more guidance on what exams would cover. Students also thought that it was important that people planning to take this course know that they should be prepared to discuss subject matter that some might find difficult to talk about.

AS.200.207.01-04

Research Methods in Experimental Psychology

Howard Egeth

Overall quality of the class: 3.55

Summary:

Students appreciated the opportunity this course gave to gain practical experience in designing experiments and learning to write scientifically for research projects. Students believed that the lectures for this course could have been more engaging and departed more often from material covered in the textbook. Students also felt that the workload could have been streamlined to focus on more relevant and practical assignments. Students thought it was important for those thinking about taking this course that it is best-suited to students interested in psychological research. Students also thought that experience with statistics is helpful.

AS.200.301.01

History of Psychology

Paul Hofer

Overall quality of the class: 3.64

Summary:

Students liked the way this course covered interesting material taught by an instructor who was passionate about the subject. Students' greatest criticism of the course was that they believed that the quizzes did not accurately test their grasp of the material being studied. They also thought that the amount of reading material for the course was difficult to complete. Students thought the course could

PSYCHOLOGICAL AND BRAIN SCIENCES

be improved with more discussion during class sessions. Student felt it was important for potential future participants to know that the class does not require completing any exams, but that it is important to complete and study the readings closely to succeed in the course.

AS.200.309.01

Evolutionary Mechanisms of Human Behavior

Herbert Petri

Overall quality of the class: 4.39

Summary:

Students enjoyed that this course featured an engaging instructor presenting intriguing material. The students thought one drawback of the course was that too much time was dedicated to hearing student presentations. They also thought the course could have been improved with better guidance being provided for the written assignments. Students thought it was important for future potential participants to know that it is helpful but not necessary to have some knowledge of psychology. They also thought it was valuable to know that students are graded based on a few large assignments for this class.

AS.200.316.01

Thought and Perception

Jonathan Flombaum, Steven Gross

Overall quality of the class: 4.57

This class had 5 or fewer comments.

AS.200.321.01

Child and Adolescent Psychopathology

Alison Papadakis

Overall quality of the class: 4.76

Summary:

Students appreciated the stimulating material presented in this course by an engaging instructor who effectively incorporated interesting media and interactivity into the lectures. Students thought that the course's greatest shortcoming was the difficulty of quizzes and exams. Students believed the course could be improved by the addition of a discussion section. They also thought that the course could have benefitted from exploring more cases studies. Students thought it was important for potential participants to know that background knowledge of abnormal psychology would be valuable to success in this course.

AS.200.328.01

Theory & Methods in Clinical Psychology

David Edwin

Overall quality of the class: 4.76

PSYCHOLOGICAL AND BRAIN SCIENCES

Summary:

Students found this course to be intellectually stimulating and appreciated the depth of knowledge the instructor brought to the subject of this class. Students thought the course's long class time was its greatest drawback and thought the class could have benefitted from being divided over multiple weekly sessions or incorporating greater interactivity into lectures. Students also thought that the class could have been improved with a greater diversity of assignments or tests. Students believed that it would be valuable for potential participants to know that the course's assignment workload consisted entirely of three papers.

AS.200.333.01

Advanced Social Psychology

Stephen Drigotas

Overall quality of the class: 3.83

Summary:

Students liked the discussion-based nature of classes for this course. Students found that a drawback of the course was the large amount of reading material. Students thought the course could have been improved with better guidance for completing written assignments, especially the final paper. They also thought that the course could have benefitted from a greater diversity of assignments. Students thought it was important for future participants to know that active participation during in-class discussion was important for success in the course.

AS.200.344.01

Behavioral Endocrinology

Gregory Ball, Farrah Madison

Overall quality of the class: 3.77

Summary:

Students enjoyed the presentation of this course's lectures by entertaining and passionate instructors. Students thought that a drawback of the class was the large amount of assigned reading from the course's textbook. Students also thought that the exams could have emphasized recall of larger concepts rather than more specific details. Students thought that it was important for future participants to know that background knowledge of neuroscience was useful in this course. They also thought it was important potential participants know that the course emphasized animal rather than human examples in its subject matter.

AS.200.359.01

The Psychology of Financial Crisis

Lawrence Raifman

Overall quality of the class: 4.14

Summary:

Students enjoyed the interesting subject matter of this course and its incorporation of real-world examples and guest lectures. Students believed that the course's greatest weakness lay in the unstructured nature of lectures, and that they could have been improved with the availability of notes

PSYCHOLOGICAL AND BRAIN SCIENCES

or outlines provided before or after classes. Students also thought the class could have benefitted from a greater diversity of assignments over the duration of the class. Students thought it was important for others thinking about taking this classes that background knowledge of finances or financial terminology would be useful.

AS.200.363.01

Mind, Brain & Experience

Marina Bedny

Overall quality of the class: 4.14

Summary:

Students appreciated the opportunity to participate through presentations and discussions in this course that they thought was led by a knowledgeable and engaging instructor. Students thought the class's biggest drawback was the frequency of writing assignments that needed to be completed twice each week as a response to assigned readings. They also thought the course could be improved with greater feedback on these writing assignments. Students said it was important for people considering taking this class to know that a background in neuroscience was useful.

AS.200.366.01

Neuroscience of Motivation: Sex, Drugs and the Brain

Onur Iyilikci

Overall quality of the class: 4.53

Summary:

Students enjoyed the interesting and relevant material of this class taught by an instructor they found to be engaging and approachable. The students thought that the course's main weakness was that the instructor's lectures sometimes meandered into tangential side topics and at times seemed disorganized. Students thought the course could be improved with more detailed lecture slides made available before or after classes. It was important for those considering taking this class to know that background knowledge of neuroscience would be useful to succeeding in this course, students said.

AS.200.367.01

Episodic Memory in Human and Nonhuman Animals

Judith Asem

Overall quality of the class: 4.13

Summary:

Students were impressed with the high level of organization, helpfulness and engaging teaching of the instructor for this class. Students believed that the greatest drawback of this class were the quizzes which they thought were particularly difficult. Students thought the course could have been improved by having their performance on the quizzes available to help in studying for the final exam. Students thought it was useful for those considering taking this class that knowledge of neuroscience would be helpful.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
PUBLIC HEALTH STUDIES DEPARTMENT**

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
Mieka Smart**

Overall quality of the class: 4.40

Summary:

Students praised this course for featuring interesting films that spurred stimulating in-class discussions. Perceived issues with the course varied widely. Many students didn’t find an issue with the course, although other students disliked that the large size of the course made it difficult for students to discuss topics during class. Suggestions for improvement varied; however, some students wished that the course would examine public health issues in Baltimore while other students thought the course would be better if individual classes were shorter so students wouldn’t lose their concentration. Prospective students should know that students found the course to be a good introduction to public health issues and that the overall course had a manageable workload.

**AS.280.220.01-02
Baltimore and the Wire: A Focus on Major Urban Issues
Peter Beilenson**

Overall quality of the class: 4.84

Summary:

Students praised this course for featuring a variety of great speakers who covered interesting subjects. Most students didn’t have any issues with the course; some students found that some speakers weren’t that engaging while other students disliked that there wasn’t enough in-class discussion. Multiple students wanted the course to do more than simply feature a variety of speakers with other students wishing there were additional opportunities for students to discuss topics. Prospective students should know that students found the course was enjoyable and had a reasonable workload.

**AS.280.225.01
Population, Health and Development
Stanley Becker**

PUBLIC HEALTH STUDIES

Overall quality of the class: 3.87

Summary:

Students broadly praised this course for exploring a variety of interesting topics and for giving students an opportunity to have engaging debates during class. Perceived issues with the course varied. Many students had no issues with the class; however multiple students found that the lectures too often devolved into monotonous lectures filled with repetitive PowerPoint slides. Students also complained that there was too much homework and much of it didn't seem to add much or strengthen students' skills. Suggestions for improvement varied as well. Many students couldn't think of any way to improve the course however others wished the course would rely less on PowerPoints to convey information. Others thought the instructor should involve more guest lecturers, or focus on more meaningful homework. Prospective students should know that students found the course to not be difficult, but did involve a good amount of note taking and memorization.

AS.280.335.01

The Environment and Your Health

Michael Trush

Overall quality of the class: 3.56

Summary:

Students most enjoyed the incorporation of guest lecturers in this course. Students said that the weakest element of the class were the quizzes and exams which required an emphasis on memorization to study for them. Students also thought that the lectures could benefit from more interactivity, possibly with the addition of clicker technology. Students thought it was valuable for potential participants to know that completing and studying readings in preparation for quizzes was especially important to success in this class.

AS.280.345.01-08

Public Health Biostatistics

Leah Jager and Margaret Traub

Overall quality of the class: 3.76

Summary:

Students found this course to be well-organized. Most thought the use of pre-class videos and availability of recordings of lectures was particularly valuable. Students were the least enthusiastic about quizzes in the course which they thought represented too large a portion of the course's final grade. Students thought that the course would be most improved by the addition of a textbook. Students felt it would be most valuable for potential participants to know that previous experience in statistics would be helpful. They also noted that the course has an optional final.

AS.280.346.01

Advanced Biostatistics Laboratory

Leah Jager, Margaret Traub

Overall quality of the class: 4.60

PUBLIC HEALTH STUDIES

Summary:

Students appreciated the opportunity to get a solid introduction to biostatistics computer programming taught by helpful and patient instructors. Students thought the course's greatest weakness was the short class time. Students thought the class could be improved by expanding its scope and additional in-class activities to better grasp the material. Students believed it was important for potential participants to know that previous knowledge of programming was helpful but not necessary for this class.

AS.280.350.01-04

Fundamentals of Epidemiology

Darcy Phelan-Emrick

Overall quality of the class: 4.22

Summary:

Students in this course appreciated that it was taught by an enthusiastic and helpful instructor providing well-organized lectures. Students thought that exams could have had more questions so that they were evaluated on a greater range of material. Students also believed that the class could have been improved by having shorter discussion section times. Students thought it was valuable for students to know that this was an engaging course with a moderate workload.

AS.280.399.01

Community Based Learning – Practicum Community Health Care

Lee Bone, James Goodyear

Overall quality of the class: 4.29

Summary:

Students believed the best aspect of this course was the opportunity to get real world experience in their respective volunteer positions. Students thought the course's weakest point was that the classes frequently went past their scheduled end time. Some students thought the course could be improved by taking out the narrative assignment. Students thought it was important for others considering taking this course to know that its greatest value was found in the hands on experience they gained in public health.

AS.280.406.01

U.S. Military Policy and Public Health

Remington Nevin

Overall quality of the class: 5.00

Summary:

Students praised this course for having a passionate instructor who engaged the audience by using a combination of his own military stories and those of various guest speakers. Students had few issues with the course. One student wished the guest instructors were given more time to speak to students; another student found that the in-class exam was not useful and thought students could be challenged by having to complete a paper or critical analysis. Similarly, students could see few ways to improve the course. One student suggested the course could involve more guest lecturers while another student

PUBLIC HEALTH STUDIES

wished the course included a field trip to the Johns Hopkins Military and Veterans Institute. Prospective students should know that students found it important to go to lectures as the instructor conveys a great deal of interesting material.

AS.280.407.01

Public Health and Disasters

Nicole Errett

Overall quality of the class: 4.87

Summary:

Students praised this course for having a passionate instructor who brought her field experience into the classroom. Perceived issues with the course varied. Some students thought that a few students were allowed to dominate in-class discussion. Other students disliked having to do group projects. Suggestions to improve the course included a belief by some students that it would be better if the course included more case studies so they could explore how to respond to public health emergencies such as fire, flood and other disasters in greater depth. Prospective students should know that students found the course had a manageable workload and covered a variety of fascinating topics.

AS.280.411.01

Where You Live Matters: The Role of Place in Racial/Ethnic Health Disparity

Caryn Bell

Overall quality of the class: 4.76

Summary:

Students praised this course for having a friendly and approachable instructor who covered a variety of contemporary events in this course that emphasized group work and in-class discussions. Multiple students didn't like that in-class discussions would drag when students didn't participate. Students thought the course could be improved if students spent more time having in-depth conversations about race relations and health. Prospective students should know that students found the course was interesting and that the workload was manageable.

AS.280.413.01

Information Communication Technology (e/mHealth) for Health Systems

Youngji Jo

Overall quality of the class: 4.00

Summary:

Students praised this course for giving them an opportunity to learn about new technologies and topics arising at the intersection of public health and technology. Perceived issues with the course varied. Some students found that lectures could be boring and feel dry. In addition, students wished the course had a firmer structure as students found deadlines were unclear and could shift. Suggestions to improve the course included a belief that the course could be restructured in order to make it more productive, particularly by having more interactive in-class discussions. Students also wanted to see the instructor improve the syllabus so it clearly reflected deadlines and expectations. Prospective students should know that students found the course had fair grading and an engaging instructor.

PUBLIC HEALTH STUDIES

AS.280.414.01

Foundations of Management and Leadership in Health Care Organization

Kristian Hayes

Overall quality of the class: 4.54

Summary:

Students praised this course for having an enthusiastic instructor who engaged students by having them look at a variety of case studies. Students disliked that not all of the guest lectures were engaging. In addition, students disliked that the requirements for assignments could vary and frequently change. Students thought that the course could be improved if the instructor clearly laid out expectations and deadlines for the course. Prospective students should know that students found the course was largely discussion based and appealed to students who have an interest in management or health care consulting.

AS.280.415.01

Comparative Health Systems and Health Reform

Nicole Done

Overall quality of the class: 3.56

Summary:

Students praised this course for having a knowledgeable and responsive instructor who delved into interesting and challenging material. Perceived issues with the course included a belief that the course had too much assigned reading and too many writing assignments. Students thought the course could be retooled so that the course didn't cover as much material and feel as overwhelming. Prospective students should know that students found the course was quite challenging and that it was helpful to have some background in health systems and economics when taking it.

AS.280.416.01

Nutrition and Immunology in Chronic Disease

Jillian Legault

Overall quality of the class: 4.71

Summary:

Students praised this course for having an excellent instructor who ran a discussion-centered class and explored a variety of scientific papers as well as popular diet trends. Perceived issues with the course varied. Some students found that the course focused too much on dense readings. Students thought the course could be improved if the instructor provided greater clarity to students on what was expected on assignments. Prospective students should know that students found that having a background in biology and biochemistry was helpful when taking the course and that it had a manageable workload.

AS.280.495.01

Honors in Public Health – Seminar

Kelly Gebo, Jennifer Schrack

PUBLIC HEALTH STUDIES

Overall quality of the class: 4.64

Summary:

Students in this course that emphasized independent research praised it for having an instructor who was approachable and helpful. Students had few issues with this course; however, some students found that the independent nature of this class could make it stressful as they had to complete a substantial amount of work. Students wanted the course to provide students with additional support so that they would have a better idea of how to handle the required research. Students thought it would be helpful if the instructor went over examples and methods or if the instructor had students complete some group work together. Prospective students should know that students found the course required a big time commitment as it involved a large amount of independent work.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
SOCIOLOGY DEPARTMENT**

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.230.101.01-09
Introduction to Sociology
Timothy Nelson**

Overall quality of the class: 4.26

Summary:

Students praised this course for having an engaging instructor who covered an interesting topic. Perceived issues in the course varied greatly; multiple students thought their section classes weren't interactive and didn't supplement what they were learning during lectures. Suggestions to improve the course varied; multiple students wanted the course to be less writing intensive. Other students wanted to have more opportunities to discuss topics during class. Prospective students should know that students found the course had a reasonable workload, although it did involve a fair amount of reading and writing exercises.

**AS.230.109.01
Freshman Seminar: Hot Topics in Education
Julia Burdick-Will**

Overall quality of the class: 4.57

Summary:

Students praised this course's passionate instructor for covering interesting material and spurring meaningful and informative discussions. Perceived issues in this course varied. Some students thought the workload in the course was uneven and in particular quite heavy near the end. Suggestions for improvement included a desire by some students for less in-class debates and group work and instead for there to be greater opportunities to dig deeper into topics. Prospective students should know that the course involved a good amount of research and writing and that most students recommended the course in particular to those who have an interest in the U.S. education system.

**AS.230.109.01
Issues in International Development
Michael Levien**

SOCIOLOGY

Overall quality of the class: 4.48

Summary:

Students praised this course for covering interesting material that was further explored during guided discussions. Students' issues with the course varied. While some students had no issues with the course, many students disliked the amount of assigned reading with some describing it as 'overwhelming' and 'extensive.' Students had few suggestions to improve the course. Some students, however, wished that the course's readings were trimmed down to focus on a few important topics. Prospective students should know that students found the course was reading intensive but did not include an unreasonable amount of work.

AS.230.166.01

Chinese Migration in Modern World History 1500's to 2000's

Huei-Ying Kuo

Overall quality of the class: 4.12

Summary:

Students praised this course for covering extremely interesting material that provided an extensive look into the history of Chinese communities. Perceived issues in the course varied. Some students found the instructor hard to follow during lectures. Suggestions for improvement included a desire by multiple students that the instructor should work on speaking slower during lectures to help students better understand her. Prospective students should know that students found that having a background or at least an interest in Chinese culture was helpful for this course.

AS.230.205.01-02

Introduction to Social Statistics

Daniel Pasciuti

Overall quality of the class: 4.00

Summary:

Students praised this course for having an engaging instructor who covered interesting concepts during lectures which aligned well with assigned readings. Perceived issues with the course included a belief that lectures could at times be unproductive if not confusing. Suggestions for improvement included a desire that the course be streamlined so that extraneous work such as STATA be removed so that students could focus on other topics. Prospective students should know that students found the course didn't presume students had a background in statistics. Also, during the class, students learned how to connect statistics to real social problems.

AS.230.213.01

Social Theory

Joel Andreas

Overall quality of the class: 4.23

Summary:

SOCIOLOGY

Students praised this course for providing students a good introduction to significant social theorist such as Marx and Weber. Perceived issues with the course included a belief that sometimes the course's in-class discussions could be problematic with some students saying that the discussions could drag when not all students participated or some discussions could be dominated by a few students. Suggestions for improvement included a desire by multiple students that the course's discussions could be better controlled so that a few students wouldn't dominate the conversation. Prospective students should know that students found the course involved a fair amount of work and covered complex and theoretical concepts.

AS.230.223.01

Housing and Homelessness in the United States

Meredith Greif

Overall quality of the class: 4.69

Summary:

Students broadly praised this course for having a knowledgeable instructor who, through a combination of assigned readings and lectures, gave students a thorough overview of homelessness and housing insecurity. Perceived issues with the course varied; multiple students didn't have any issues with the course, although other students disliked that the instructor provided little feedback. Suggestions for improvement centered on a desire for the course to include more interactive elements such as group work. Prospective students should know that students broadly praised this course for giving students insight into homelessness and housing insecurity.

AS.230.255.01

Men and Women in Society

Katrina McDonald

Overall quality of the class: 4.13

Summary:

Students in this interactive course praised it for being a good survey of gender issues. Perceived issues with the course centered on a belief that the course was poorly organized with students complaining of lackluster feedback from the instructor as well as unclear expectations on assignments. Suggestions for improvement varied. Most students in the course said they wished the course had more structure with a request in particular for better guidance on expectations for assignments. Prospective students should know that students found that while the course wasn't writing intensive there was a fair amount of writing in the course.

AS.230.265.01

Research Tools and Technologies for the Social Sciences

Sahan Savas Karatasli

Overall quality of the class: 4.12

Summary:

Students praised this course for teaching them how to use various tools and programs integral to conducting research. Perceived issues with the course included a belief that the course had a number of

SOCIOLOGY

assignments that took considerable time to complete, in part, because of a lack of detailed instructions. Suggestions to improve the course varied; multiple students requested clearer instructions on how to complete assignments while other students wanted the instructor to slow down instruction in order to make sure students understood the information that was being presented. Prospective students should know that students found the course didn't require them to have a background in statistics and that students thought the course required a fair investment of time and effort. Students did find that completing the course rewarded them with a better understanding of social issues and how to manipulate Excel.

AS.230.265.02

Research Tools and Technologies for the Social Sciences

Smriti Upadhyay

Overall quality of the class: 4.00

Summary:

Students praised this course for giving them hands-on experience working with a variety of computer programs used in research. Perceived issues with the course varied. Multiple students thought that the course had time consuming and tedious work. Others students expressed that they thought the readings weren't incorporated into the course's lectures. Suggestions for improvement included a desire by multiple students that the optional assigned reading be better incorporated into the course. Prospective students should know that students found that the course taught them a great deal about how to use a variety of computer programs. Students also noted that the course didn't expect them to have any background in statistics or to be familiar with the computer programs used in the course.

AS.230.341.01-04

Sociology of Health and Illness

Emily Agree

Overall quality of the class: 3.91

Summary:

Students found this course to be stimulating as it covered current issues in its subject area. Students also remarked the course had well-organized assignments. Students found it difficult to engage in lengthy lectures given on a single day. Students also thought the course could be improved by making lectures more interactive and possibly have the course meet on multiple days. Students wanted prospective participants to know that the class required students to complete diverse types of assignments and tests, including a group project.

AS.230.343.01

Political Sociology of Latin America

Magda von der Heydt-Coca

Overall quality of the class: 3.71

Summary:

Students enjoyed this wide-ranging course they believed was enhanced by the passion for the subject exhibited by the teacher. Students thought that they could have received more useful feedback on

SOCIOLOGY

assignments. They also thought that in-class discussion could also be improved to be more dynamic. Students wanted potential participants to know that while the course was challenging, the teacher was available and helpful to students in understanding the material.

AS.230.353.01
Global Social Change
Ho-Fung Hung

Overall quality of the class: 3.71

Summary:

Students appreciated the interesting range of material and readings covered in this class, as well as the memo homework assignments. Students thought that lectures could have been more focused and interactive. Students also thought the course could have been improved with better feedback on assignments. Students felt it was important for prospective participants to know that this course requires a heavy workload of writing.

AS.230.363.01
Sociology of Dispossession
Michael Levien

Overall quality of the class: 4.18

Summary:

Students found the subject matter of this course to be interesting, and enjoyed the effectively lead discussion lead by an enthusiastic teacher. Students felt that the large amount of reading was difficult to complete during the course. Students also thought the class might be improved by meeting on more than one day. Students thought it was valuable for others considering taking this course to know that the final paper represents a large portion of the final grade for the class.

AS.230.364.01
Ethnic Violence in Comparative and Global Perspective
Sefika Kumral

Overall quality of the class: 4.50

Summary:

Students thought this course covered fascinating subject matter, and was led by a well-organized and engaging lecturer. Students did not like that the workload of assignments was heavily weighted towards the end of the course. They thought that the class could be improved by distributing assignments more evenly of the length of the class. Students wanted prospective participants to know that this course offers a challenging but manageable workload of assignments and readings.

AS.230.367.01
Islamic Finance
Ryan Calder

Overall quality of the class: 4.94

SOCIOLOGY

Summary:

Students found this to be a very interesting and relevant course lead by an enthusiastic and articulate teacher. Some students felt the course's biggest drawback was that it could be difficult for those without knowledge of economic concepts or terminology. Students also thought the course could be improved with a lightened reading workload. Students wanted prospective students to consider taking this class to know that the knowledgeable instructor made this course particularly worthwhile.

AS.230.373.01

Urban Sociology

Meredith Greif

Overall quality of the class: 4.82

Summary:

Students appreciated the effective discussion in this course lead by an engaging lecturer. Students thought the course's greatest drawback was the heavy load of reading. They also believed that the course could be improved with homework activities that required skills others than writing. Students felt it was useful for prospective participants to know that the classes are discussion-oriented and participation is an important element of the class. They also thought it was useful to know that writing assignments are due for each class.

AS.230.377.01

Colonialism and Anti-Colonialism

Huei-Ying Kuo

Overall quality of the class: 3.79

Summary:

Students enjoyed learning interesting material presented by a knowledgeable professor in this course. Students felt that the course's greatest weakness was its dense reading assignments. Students also felt the course could benefit from greater discussion and interactivity during classes. They thought it was important for potential future participants to know that it is particularly important to keep up to date with reading assignments to be successful in this course.

AS.230.385.01

Schooling, Racial Inequality and Public Policy in America

Stephen Morgan

Overall quality of the class: 4.75

Summary:

Students appreciated the interdisciplinary nature of this course that they felt was led by an effective and knowledgeable instructor. Students thought the greatest weakness of the class was that discussion sometimes meandered. Some students felt that the course could be improved by reducing the amount of reading material. Students felt it was valuable for prospective participants to know that participation was an important required element of the class. They also noted that experience with sociology, public policy or history was not required to successfully participate in the class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
THEATRE ARTS AND STUDIES DEPARTMENT**

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.225.100.01
Introduction to Theatre
Joseph Martin**

Overall quality of the class: 3.25

Summary:

Students praised this course for giving them the opportunity to explore plays that they wouldn't ordinarily have been exposed to. Students believed the course lacked structure with students noting that assignments listed on the syllabus weren't discussed and another noting that it was unclear what the instructor wanted on assignments given the large amount of freedom he provided to students. Suggestions for improvement included a desire by multiple students that the course would be improved if the instructor gave clearer expectations of what he wanted from students on assignments and if the lectures had a more logical flow. Prospective students should know that students found the course focused more on the history of theater and didn't require any background in the arts.

**AS.225.215.01
Performing Musical Theatre
Margaret Denithorne**

Overall quality of the class: 4.45

Summary:

Students praised this fun class for giving them the ability to explore acting and singing in a welcoming environment. Students had few issues with the course, although some students wished the class met more often and there was greater feedback. Suggestions for improvement largely centered on a desire by multiple students for additional rehearsals. Prospective students should know that the course didn't require any sort of previous acting or singing experience; however, students should be prepared to sing in front of an audience.

**AS.225.301.01-02
Acting & Directing Workshop I
John Astin**

THEATRE ARTS AND STUDIES

Overall quality of the class: 4.64

Summary:

Students praised this course for its small size which allowed lessons to be tailored to each student's level and growth. Perceived issues with the course varied. Multiple students believed that they missed out on opportunities to run through scenes or receive feedback because time wasn't managed as effectively as possible. In addition, students found the readings could become intensely heavy, particularly when students had to be working to memorize their lines. Suggestions to improve the course largely focused on a desire for students to have more opportunities to receive critiques on their abilities with one student suggesting bi-weekly one-on-one meetings between individual students and the instructor. Prospective students should know that students found that the course didn't require or expect students to have a background in acting; however, students had to be prepared to study scenes and memorize lines outside of class.

AS.225.307.01

Directing Seminar

John Astin, James Glossman

Overall quality of the class: 4.60

This class had 5 or fewer comments.

AS.225.310.01

Stagecraft

William Roche

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.225.314.01

Theater: Technical Direction

John Astin, William Roche

Overall quality of the class: 4.45

Summary:

Students praised this course for having a knowledgeable instructor who brought real-world experience. Students also appreciated the emphasis on hands-on learning. Students had few issues with the course; only one issue perceived was that lectures could be a little grating. Similarly, students had few suggestions to improve the course. One student wanted greater guidance on techniques discussed in the course and suggested it would be helpful if the course offered students videos they could review at their leisure. Prospective students should know that students found the course didn't require students to have any experience in theater and that the course gave students a good foundation in technical direction.

AS.225.345.01

THEATRE ARTS AND STUDIES

History of Modern Theatre & Drama **John Astin, Margaret Denithorne**

Overall quality of the class: 4.56

Summary:

Students praised this course for having a wonderful instructor who led students through readings of a variety of fantastic plays. Perceived issues with the course largely centered on a belief that grading in the course was subjective and unclear. Suggestions for improvement included a desire by multiple students that the instructor provide students more feedback on assignments throughout the course so that students would know how they're doing. Prospective students should know that students found that the course required a healthy amount of reading usually consisting of two plays a week.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
WOMEN GENDER AND SEXUALITY DEPARTMENT**

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.363.201.01

Introduction to the Study of Women, Gender, and Sexuality

Todd Shepard

Overall quality of the class: 3.64

Summary:

Students praised this course for its friendly atmosphere which led students to bond together during this discussion-focused course. Perceived issues with the course included a complaint from some students that the course could almost be too discussion focused; some students wanted the instructor to lead the discussion or to help clarify the readings in the class. Suggestions for improvement included a desire from some students that a new instructor be assigned to the course or that the course not be entirely student led but instead mix in some days where the instructor led the class. Prospective students should know that students felt there was a substantial amount of reading required for the course.

AS.363.325

Black Women, Feminism and Activism

Amira Rose Davis

Overall quality of the class: 4.82

Summary:

Students broadly praised the instructor for making this course a safe space where students could discuss ideas surrounding race and gender. Perceived issues with the course were few as most students said they enjoyed the course or wished it would have gone longer or in greater depth. Suggestions for improvement were also few as most students found they enjoyed the course or wished it went longer. A couple students wished that the course had slightly more structure with one student wishing the course had two reflection response papers due and another wishing that there were standardized requirements/style for student presentations. Prospective students should know that the course had a typical workload and was widely described as interesting and eye opening.

AS.363.350.01

Gender, Sexuality and Religion

WOMEN GENDER AND SEXUALITY

Mariam Banahi

Overall quality of the class: 4.80

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2014
WRITING SEMINARS DEPARTMENT**

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.220.105.08
Fiction/Poetry Writing I
Michael Booe**

Overall quality of the class: 4.45

Summary:

Students appreciated that the instructor for this course effectively guided discussion and gave useful feedback. However, students felt that they could have been given more useful and inspiring prompts for their writing assignments. Some students commented that the course could be improved with clearer grading guidelines. Students thought it was important for potential participants in this course to know that they will need to produce written pieces of fiction or poetry each week, and that the course does emphasize teaching about writing technique.

**AS.220.105.09
Fiction/Poetry Writing I
Taylor Daynes**

Overall quality of the class: 4.67

Summary:

Students enjoyed the way the instructor brought a fun and relaxed atmosphere to this class. However students also felt that discussions didn't always flow smoothly. Students thought the course could be improved by having more opportunities to write and time dedicated to having their writing workshopped with other students. Students thought it was valuable for potential participants to know that the class was not very difficult, particularly for those who enjoy writing.

**AS.220.105.10
Fiction/Poetry Writing I
Cody Ernst**

Overall quality of the class: 4.77

WRITING SEMINARS

Summary:

Students enjoyed the way the instructor provided a relaxed and engaging environment for this course. Students also felt that the instructor was especially effective in helping students with less writing experience improve their skill and creativity. Students thought the main weak point of the course was the way reading assignments didn't align with class activities. Students thought the course could be improved by giving the instructor more freedom to adjust the syllabus to their own teaching. Members of this class want future participants to know they should be prepared to submit weekly writing assignments.

AS.220.105.11

Fiction/Poetry Writing I

Joseph Frantz

Overall quality of the class: 4.69

Summary:

Students enjoyed the way the instructor for this course created a lively and supportive environment, and his use of engaging in-class activities. Students commented that they would have liked to have received grades for assignments sooner. They also thought that the course could be improved with greater feedback on their writing and more discussion of reading assignments. The participants wanted future potential attendees to know that you do not need to be an experienced writer to benefit from this course.

AS.220.105.12

Fiction/Poetry Writing I

Songmuang Greer

Overall quality of the class: 4.63

Summary:

Students in this course appreciated the enthusiasm of the instructor and the way they created a comfortable atmosphere for discussion. They felt they could have received more timely and detailed feedback on writing assignments. Students also felt they could have been given more detailed instruction in technique, especially in the realm of poetry. Students wanted potential participants to know that this course is best suited for people who want an opportunity to write creatively.

AS.220.105.13

Fiction/Poetry Writing I

Taylor Koekkoek

Overall quality of the class: 4.87

Summary:

Students enjoyed the way the teacher for this course created a helpful and productive atmosphere. Some students felt that too much time was spent on the poetry portion of the class. They also felt that the course could be improved by requiring them to print fewer copies of their work for the workshop portions of the class. Students thought it was important for prospective participants to know that they found this course helpful in improving their writing.

WRITING SEMINARS

AS.220.105.14
Fiction/Poetry Writing I
Molly Lynch

Overall quality of the class: 4.80

Summary:

Students liked the way the friendly instructor for this course provided detailed and thoughtful feedback on their writing. Students felt that the greatest negative for the course was the large writing and reading workload of the class. Some students thought the workshop process in the course could use improvement. Students wanted prospective participants to know that this course offered a great opportunity for people with little experience to explore creative writing.

AS.220.105.15
Fiction/Poetry Writing I
Robert Mitchell

Overall quality of the class: 4.79

Summary:

Students enjoyed the way the instructor for this class created an engaging environment and was very approachable. Students felt that the poetry portion of the class could have used greater attention from the instructor. In addition, some students thought that class discussion meandered at times. Students also felt that they would have liked to receive feedback from their work in a more timely fashion. Students taking this course wanted prospective participants to know that this course was taught by an effective teacher and that it offered a good opportunity to improve their writing.

AS.220.105.16; 26
Fiction/Poetry Writing I
John Grasser

Overall quality of the class: 4.43

Summary:

Students appreciated the way they were given flexibility in approaching their writing assignments for this class. They also felt the instructor for the class was enthusiastic and challenging. Students felt that the assigned readings could have been better matched to the writing assignments. The students also thought that the instructor could have provided more guidance on writing technique. Students thought that prospective participants should know that the course was challenging but rewarding if they are interested in improving their writing.

AS.220.105.17
Fiction/Poetry Writing I
Lauren Winchester

Overall quality of the class: 4.85

Summary:

WRITING SEMINARS

Students appreciated the instructor's thoughtful writing assignments and ability to lead engaging discussion. Some students felt challenged by the emphasis on the need to participate in class discussion. Some students also felt that the class could be improved by spending less time in class critiquing other students' work. Participants thought that students thinking about taking this class that while it required a significant amount of work, it was useful in improving their writing.

AS.220.105.18

Fiction/Poetry Writing I

Yi Xie

Overall quality of the class: 4.27

Summary:

Students enjoyed the way the instructor supported discussion and provided effective opportunities to explore writing creatively in this course. Some students did not like the workshop process of the course and felt they could have gotten more useful feedback from fellow students. Some students also felt that it was difficult to understand what the expectations were for completing an assignment successfully, and thought the class could be improved with better information about the criterion the instructor used for grading students' writing. Students thought others considering taking this course should know that this course can be demanding but it will be useful to improving one's writing.

AS.220.105.19; 24

Fiction/Poetry Writing I

Julia Heney

Overall quality of the class: 4.00

Summary:

Students in this course appreciated the variety of reading material and the opportunity to receive constructive feedback on their writing from their classmates. Students felt the least favorable aspect of the class was the demanding workload. Students thought the class could be improved with greater depth in the teaching of the poetry portion of the class. Students also thought it was important for potential participants in this class to know that the class offered a good opportunity to improve one's writing and that class participation was an important element to succeeding in the class.

AS.220.105.20; 25

Fiction/Poetry Writing I

Kjerstin Kauffman

Overall quality of the class: 4.23

Summary:

Students enjoyed the opportunity to workshop and receive critiques on their writing assignments in this course. Some students felt that the weakest part of this course was the poetry portion which they thought could have been taught more effectively. They also thought the reading selections could have included more contemporary examples. Students felt that the course could have been best improved if there was a better sense of the criterion for how their work would be graded. Students felt that

WRITING SEMINARS

prospective participants should know that while the course requires a demanding amount of reading, it provides a useful introduction to creative writing.

AS.220.105.21; 28
Fiction/Poetry Writing I
Nathan McNamara

Overall quality of the class: 4.38

Summary:

Students appreciated the opportunity to receive useful feedback and improve their writing in this class taught by an approachable instructor. Students also felt that discussions and workshop processes were not always effective. Students thought that the class could be improved with a better sense of expectations for writing assignments. Students want potential participants to know that the course requires participation in discussion. They also felt that the class offered a good opportunity to improve as a creative writer.

AS.220.105.22; 31
Fiction/Poetry Writing I
Matthew Morton

Overall quality of the class: 4.75

Summary:

Students praised the enthusiasm that the instructor brought to this course. They felt he was approachable and demonstrated his knowledge of the subject matter. Students thought that the most disappointing aspect of the course was the reading material which they thought could have been more varied. Students thought the class could be most improved with greater diversity in the subject matter of classes and readings. Students thought it was important for future participants to know that participation in discussion and openness to the critique process are important components of the course.

AS.220.105.23; 32
Fiction/Poetry Writing I
Daniel Stintzi

Overall quality of the class: 4.23

Summary:

Students enjoyed the opportunity to explore creative writing through flexible writing assignments and the opportunity to receive feedback from their peers in this course lead by an engaging instructor. Students felt the weakest aspect of the course was the difficulty perceiving the criterion being used by the instructor to grade their assignments. They felt that the course could be improved with greater and more detailed instruction on writing techniques. Students wanted potential participants to know that this was an enjoyable course requiring participation in discussion.

AS.220.105.27; 33
Fiction/Poetry Writing I
Elizabeth Thompson

WRITING SEMINARS

Overall quality of the class: 4.62

Summary:

In this class, students appreciated receiving useful feedback from both their instructor and classmates. A number of students expressed that the poetry portion of the class was its weakest aspect, and that they would have liked to have received greater and broader instruction in this area. Students thought the class felt rushed and could be improved with better pacing or more time for both critiques and discussion of readings. Students wanted prospective participants to know that the class does not require extensive writing experience or knowledge of literature.

AS.220.106.03

Fiction/Poetry Writing II

Callie Siskel

Overall quality of the class: 4.21

Summary:

Students praised this course for having an instructor who had an informative, fun and clear teaching style and spurred engaging class discussions. Perceived issues with the course included a broad belief that the instructor was a harsh grader. Suggestions for improvement included a desire by multiple students that the instructor provide more clear guidance on expectations for assignments. Prospective students should know that students found the course was significantly more challenging than preceding courses and that the instructor encouraged engaging class discussions.

AS.220.106.06

Fiction/Poetry Writing II

Austin Allen

Overall quality of the class: 3.58

Summary:

Students praised this course for allowing students to pursue their creativity while reading interesting pieces. Perceived issues with the course varied; multiple students found that the in-class discussions weren't productive and that they were poorly guided by the instructor. Suggestions for improvement included a belief that instructor could more effectively drive in-class discussions. Prospective students should know that students found the course was writing intensive and involved a fair amount of work.

AS.220.106.07-08

Fiction/Poetry Writing II

Shannon Robinson

Overall quality of the class: 4.65

Summary:

Students praised this course for having a knowledgeable and approachable instructor who made a point of keeping the course engaging. Students had few issues with this course although one student found the grading in the course was ambiguous while another felt the reading material was too broad.

WRITING SEMINARS

Suggestions for improvement varied and included a belief that the course could be improved if the instructor provided students with more in-class writing exercises or other structured writing assignments. Prospective students should know that students found the course was a great introduction to fiction and poetry and helped them develop skills introduced in earlier courses.

AS.220.108.01

Introduction to Fiction & Nonfiction

Joanne Cavanaugh-Simpson

Overall quality of the class: 4.47

Summary:

Students praised this course for having an amazing instructor who spurred enjoyable in-class discussions and challenged students to read a variety of fiction and non-fiction short stories and novels. Perceived issues with the course included a belief that the course had an excessive amount of assigned readings. Suggestions for improvement varied widely although most students thought the course would be improved if the number of assigned readings was reduced and students were instead encouraged to delve more deeply into certain topics. Prospective students should know that students found the course had a reasonable workload and didn't require students to have a significant writing background.

AS.220.200.01

Introduction to Fiction

Glenn Blake

Overall quality of the class: 4.50

Summary:

Students praised the course for having an enthusiastic instructor who managed to include a variety of authors in this engaging course. Perceived issues with the course included a belief that the course wasn't as organized as it could be. Students complained that the instructor was frequently late to class and he could get off topic which resulted in the course syllabus becoming less useful. Suggestions for improvement included a desire by multiple students that the course include more assignments so that students could explore more forms of writing. Prospective students should know that students found the instructor engaging and students found that it was important to be involved in the course's lectures.

AS.220.200.02

Introduction to Fiction

Tristan Davies

Overall quality of the class: 4.67

Summary:

Students praised this course for having a helpful and approachable instructor who was willing to work individually with students on improving their stories. Perceived issues with the course included a belief that the course could use a bit more structure with some students finding the schedule of assignments could be confusing. Suggestions for improvement varied. Multiple students found that the course would be improved if they were challenged to write more often. In addition, students thought the course could

WRITING SEMINARS

be improved by having the instructor challenge students by requiring them to write better stories and by offering more critiques on their stories. Prospective students should know that student found the course was engaging and open to students who didn't have a background in writing. Students did think it was important that incoming students be willing to take criticism.

AS.220.200.03

Introduction to Fiction

Katharine Noel

Overall quality of the class: 4.90

Summary:

Students praised this course for having a supportive and intelligent instructor who led a class that challenged students to write more often and improve their writing style. Perceived issues with the course varied; many students didn't have any issues with the course or simply wished that the course met more often each week. Some students wished the course would assign students more stories so that they would have additional opportunities to discuss and workshop assignments. Suggestions for improvement included a desire for the course's workload to be increased and for students to be assigned longer pieces so that they could better refine their writing styles. Prospective students should know that students found the course had an intelligent and approachable instructor who gave students feedback in this writing-intensive class.

AS.220.200.04

Introduction to Fiction

Robert Roper

Overall quality of the class: 3.58

Summary:

Students praised this course for giving students an opportunity to explore their creativity and improve their writing. Perceived issues with the course largely centered on a feeling that while students did receive notes on their assignments and reading from the instructor, they didn't receive extensive feedback that could put those notes and corrections in context. Suggestions for improvement largely centered on a desire for greater feedback from the instructor on assignments. Prospective students should know that students found the course was a good opportunity to explore and expand their writing skills.

AS.220.201.01

Introduction to Poetry

Dora Malech

Overall quality of the class: 4.43

Summary:

Students praised this course for having an approachable instructor who mixed a variety of teaching techniques such as in-class discussions and exercises in order to keep students engaged in the class. Perceived issues with the course included a belief that the course's more than two-hour-long lectures were too long and led to flagging attention among students. Other students thought that they received

WRITING SEMINARS

too little individual feedback on their work in the course. Suggestions for improvement of the course included a desire by multiple students that there be more opportunities for critiques of students' work with one student suggesting the course meet twice per week. Prospective students should know that students found that they should come into the course with a love of poetry and while the course is not extremely challenging, students should be prepared to write and have their work critiqued.

AS.220.201.02

Introduction to Poetry

Greg Williamson

Overall quality of the class: 4.53

Summary:

Students praised this course for having an engaging instructor who assigned a reasonable workload. Perceived issues with the course varied; while some students didn't have any concerns with the course other students found that occasionally feedback in the course could be a bit rushed or repetitive. Suggestions for improvement included a desire by multiple students for a shakeup in the courses' lectures with some students wishing they could be made more engaging either by incorporating additional small group discussions or by focusing on deeper analysis of students' works during class. Prospective students should know that students found the course was a fun and comfortable space in which to write and that participation was important in the class.

AS.220.206.01

Becoming a Science Journalist

David Grimm

Overall quality of the class: 4.57

Summary:

Students in this small class praised it for having an experienced and helpful instructor who treated them like journalists and showed them how to write stories on scientific topics. Students' issues with the course included a belief that the course's final assignment, which required students to contact experts for interview was somewhat intimidating. Suggestions for improvement were few though some students disliked that the course met on Friday evenings as it could interfere with other plans they had. Prospective students should know that students found that success in the course required them to have to be willing to write regularly and be prepared to accept and adapt to criticism.

AS.220.210.01

Introduction to Non-Fiction: Science as a Social Activity

Wayne Biddle

Overall quality of the class: 3.77

Summary:

Students praised this course for the creative freedom it gave them and for having subject matter that integrated a variety of other topics and disciplines. Perceived issues with the course varied; most students had a general complaint that the course could be better structured with some students believing there should be more time in between when an assignment was given and when it was due. In

WRITING SEMINARS

addition, multiple students felt the assignments, in general, tended to be vague. Suggestions for improvement included the desire of multiple students for both additional time to write assignments and additional opportunities for discussion and feedback on their writing. Prospective students should know that students found that those coming into this course should be prepared to read and write a lot and that that the course thrives when students participate.

AS.220.309.01-02

Writing Healthy Baltimore

Karen Masterson

Overall quality of the class: 4.50

Summary:

Students praised this course for having an insightful instructor who provided useful and personal feedback to students on how to conduct interviews and write stories. Perceived issues in the course included a belief that the instructor could be pretty tough on students' writing, and in particular being 'nitpicky about grammar.' Students' suggestions to improve the course varied greatly. Multiple students thought that their experience in the course could have been improved if there were more opportunities for direct feedback from the instructor. Prospective students should know that students found that the course gave them experience working as a journalist and they found that the course was a good fit for a writer with a public health interest.

AS.220.311.01

Intermediate Fiction: Point of View

Roderic Puchner

Overall quality of the class: 4.40

Summary:

Students praised this course for having a thoughtful and intelligent instructor who gave students insightful feedback and an opportunity to grow as a writer. Perceived issues with the course varied. Most students thought the course didn't give them enough time to discuss short stories in depth. Suggestions for improvement varied. Multiple students wanted more opportunities for students to practice writing from various points of view. In addition, some students wanted the course to spend more time talking about published works and what worked in them. Prospective students should know that students found the course didn't require them to have a significant writing background; however, students had to be comfortable with having their writing workshopped.

AS.220.331.01

Intermediate Fiction: Forms of Fiction

Tristan Davies

Overall quality of the class: 4.80

Summary:

Students praised this course for having a knowledgeable and entertaining instructor who engaged students during workshops. Students had few issues with the course, although some students thought

WRITING SEMINARS

the instructor could sometimes go on off-topic tangents. Suggestions for improvement included a belief that the course's workshop schedule could be better organized or could include additional time to work on material. Prospective students should know that students found this course had an engaging instructor who worked to include everyone in the course and to make them better writers.

AS.220.377.01

Intermediate Poetry: Poetic Forms

Greg Williamson

Overall quality of the class: 4.93

Summary:

Students praised this course for having an enthusiastic instructor who exposed them to a variety of poetical forms. Perceived issues with the course varied; multiple students found it challenging to write poems in different forms each week. Suggestions for improvement varied greatly; several students wanted more clarification from the instructor on what type of work the instructor wanted turned in each week. Prospective students should know that students found the course to be demanding as the instructor regularly challenged them to work within different meters and rhyme schemes.

AS.220.380.01

Intermediate Fiction: The Scene

Glenn Blake

Overall quality of the class: 4.80

Summary:

Students praised this course for having an engaging instructor who enjoyed teaching students and incorporated interesting reading material. Perceived issues with this course included a belief that the course didn't have enough structure. Multiple students also complained that the course didn't have enough writing assignments. Suggestions for improvement included a belief that the course should challenge students by including more writing prompts for students. Prospective students should know that students found the course was a fun, engaging and discussion-focused course.

AS.220.387.01

Intermediate Poetry: The Poet as Observer

James Arthur

Overall quality of the class: 4.83

Summary:

Students praised this course for having an enthusiastic instructor who used a variety of assignments to both engage students and provide valuable feedback. Perceived issues with the course included a belief that the course's expectation that students memorize 80 lines of poetry and complete other writing assignments was intimidating. Suggestions for improvement included a belief that the required memorization and daily journals should be reduced. Prospective students should know that students found the course had a great instructor and a significant workload.

AS.220.393.01

WRITING SEMINARS

Intermediate Poetry: Poets in Conversation

Dora Malech

Overall quality of the class: 4.42

Summary:

Students praised this course for having a passionate instructor who supported students in formal and informal workshops. Perceived issues with the course included a belief that students received minimal feedback. Suggestions for improvement largely centered on a desire by multiple students for the course to challenge them more. Students requested additional writing assignments as well as additional readings to help them grasp key concepts. Prospective students should know that students found the course didn't require students to have a background in poetry; however, students found it helpful to be familiar with the medium.

AS.220.400.01

Advanced Poetry Workshops

David Yezi

Overall quality of the class: 4.27

Summary:

Students praised this course for giving students an opportunity to do in-class workshops of their writing in a small class. Perceived issues with the course included a belief from multiple students that the in-class workshops could be unproductive if students offered unhelpful feedback or if students' in-class experience was rushed. Suggestions for improvement included the desire of multiple students that the class either meet more often or that the class size be reduced so that more time could be spent on each writer's work. Prospective students should know that students found the course required them to write a poem each week and that students had to be comfortable getting critiqued.

AS.220.401.01

Advanced Fiction Workshop

Alice McDermott

Overall quality of the class: 5.00

Summary:

Students uniformly praised this 'special', seminar-style course for having a 'wonderful' instructor who provided direct and clear criticism of students' writing. Students found few issues with the course although some students found the course dragged when students didn't participate. Suggestions for improvement included a feeling among students that time could have been better managed in the course. Students found that some works, such as those begun at the start of a class, could get more time than others. Prospective students should know that students found the instructor to be phenomenal and that they grew as writers in her course.

AS.220.401.02

Advanced Fiction Workshop

Brad Leithauser

WRITING SEMINARS

Overall quality of the class: 4.50

Summary:

Students praised this course for having an engaging instructor who spurred interesting discussion and strong rapport among students. Students had few issues with the course; however, some students found that in this discussion-focused course, when students failed to complete their work, it negatively affected the entire class. Suggestions for improvement varied; many students wanted the instructor to make sure that students completed their assignments and participate during classes. Other students wanted the course to follow a firmer structure in class sessions so they would have equal amounts of time to have their work critiqued. Prospective students should know that students found that the course was writing intensive and provided them with an opportunity to improve their writing skills.

AS.220.410.01

Readings in Poetry

Mary Jo Salter

Overall quality of the class: 4.75

Summary:

Students praised this course for having a gifted instructor who was approachable and willing to provide feedback. Perceived issues with the course varied. Most students didn't have any issues with the course; however, some students thought that time management in the course could have been better. A few students wished more time could have been spent on meter while others felt more time was spent analyzing some students' work compared to others. Similarly, most students were content with the course and had few ideas on how to improve the class. One student wished the course had a smaller class size or that the course would meet more often each week. Prospective students should know that students found the course to be very fulfilling and that it was important that students complete the required readings and be involved in the course.

AS.220.420.01

Readings in Contemporary Fiction: Coetzee Delillo, Freudenberg, Johnson

Matthew Klam

Overall quality of the class: 5.00

Summary:

Students praised this course's instructor who spurred lively and enlightening discussions around a set of interesting books. Students found few issues with the program. One student felt in-class discussions could get off topic while another student thought that the regular writing assignments could be surprisingly challenging. Students had few suggestions to improve the course, although some students wanted the course to offer them more feedback on their writing assignments. Prospective students should know that multiple students described this course as their favorite class at Hopkins. Students found the course challenged them to read gripping stories.

AS.220.428.01

Readings in Fiction: The Stories and Letters of Anton Chekhov

Jean McGarry

WRITING SEMINARS

Overall quality of the class: 4.78

Summary:

Students in this course praised the instructor's encyclopedic knowledge of Anton Chekhov, which she used to help guide students through the author's works. Students had few issues with the course, although some students wished the course met for a shorter period or that it convened multiple times a week. Suggestions for improvement varied. Some students wanted the instructor to assign strict deadlines for assignments so that students would complete their assigned readings and work and be able to contribute to in-class discussions. Other students wanted the course to include additional writing assignments so that students could become more deeply acquainted with a few of Chekhov's works. Prospective students should know that students broadly praised the course; however, they found that the amount of assigned reading in the course could fluctuate wildly.