

**JOHNS HOPKINS UNIVERSITY**

**Summaries of Student Course Evaluation Comments for  
FALL 2018**

**KRIEGER SCHOOL OF ARTS & SCIENCES  
WHITING SCHOOL OF ENGINEERING**

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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
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**AS.362.112.01  
Introduction to Africana Studies  
Jessica Johnson**

Overall quality of the class: 4.38

**Summary:**

The best aspects of the course included diversity of topics and how the lectures covered both historical and modern aspects of Africana Studies. Some students felt that the class was disorganized and the professor was not forthcoming with feedback while others thought that topics were not covered thoroughly enough and the small class size limited discussion. Areas for improvement included better organization and feedback from the professor, greater emphasis on poetry and music, and more class participation. Prospective students should be prepared for an intensive amount of reading and writing.

**AS.362.160.01****Land, Labour and Environmental Rights and Struggles in Contemporary Africa****Ricardo Jacobs**

Overall quality of the class: 4.23

**Summary:**

The best aspects of the course included the interesting readings and class discussions as well as the professor's broad scope of knowledge. Many students felt that the lectures were not in depth with just a review of the reading material while others said that the professor brought first-hand experience from the field and a lot of outside knowledge to discuss on top of the readings. Suggestions for improvement included discussions that went beyond the reading assignments and clearer guidance on writing assignment and grading. Prospective students should expect a large amount of reading.

**AS.362.203.01****Passing in American Culture****Shani Mott**

Overall quality of the class: 4.33

**Summary:**

The best aspect of the course was the interesting and engaging discussions with an open and enthusiastic professor who encouraged critical thinking. Some students felt that there was a lack of guidance for how the writing assignments should be presented. Areas of improvement included providing a rubric for the writing assignments and more feedback on assignments and the final paper. Students taking this class should be prepared to keep up on reading assignments as there is little discussion of the readings in class.

**AS.362.314.01****Police and Prisons in Comparative Perspective****Stuart Schrader**

Overall quality of the class: 4.62

**Summary:**

The best aspects of the course included the interesting and diverse discussions, the passionate and knowledgeable professor, and the ample amount of feedback provided. Some students did not like having students lead the discussions and others thought the reading load was heavy. Areas of improvement included longer time to complete mid-term, a rubric for the response papers, and more discussions led by the professor. Also, some students felt the course should place greater focus on Baltimore. Prospective students should have some knowledge of the

criminal justice system, expect a great deal of reading, and be prepared to lead a class discussion.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
ANTHROPOLOGY DEPARTMENT**

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**AS.070.126.01**

**Photography in Anthropology  
Naveeda Khan; Deborah Poole**

Overall quality of the class: 3.62

**Summary:**

The best aspects of this course included the classroom discussions, the feedback provided by both professors, and the interesting nature of the subject matter. Some students said expectations, grading and assignments were sometimes unclear. A suggestion for improvement was to provide clearer guidance on papers, particularly the final project. Students also suggested more clarity on grading system. Prospective students should have some background in anthropology. Be ready to keep current in readings, participate in class and take advantage of professor’s office hours.

**AS.070.132.01, 02, 03**

**Invitation to Anthropology  
Anand Pandian**

Overall quality of the class: 4.21

**Summary:**

The best aspects of this course included the reading list; the variety of ethnographers provided a good overview of anthropology. In-class discussions were thoughtful, challenging, and engaging. Some students said essay topics were provided only a few days before the essays were due. Some students felt that the grading standards were unclear, and comments on

essays were not always consistent with the grade. One suggested improvement was to give more time to write essays; perhaps provide prompts a week or two before the due date. Prospective students should be prepared to do all the reading – a book every two weeks – write three papers based on the readings and participate in class. Students need not have a background in anthropology.

**AS.070.143.01**

**Anthropology of Markets**

**Canay Ozden-schilling**

Overall quality of the class: 4.21

Summary:

The best aspects of this course were the classroom discussions, a professor who wants her students to understand the material and do well, a diverse reading list, and stimulating and thoughtful writing assignments. Some students felt there was a disconnect between readings and classroom discussions, and that lectures were sometimes hard to follow. A suggested improvement was to have lectures correspond more closely to the readings. Prospective students should know that no anthropology background is needed. Students should come to class prepared to discuss the readings.

**AS.070.237.01**

**Conflict and Environment**

**Thomas Ozden-schilling**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included classroom discussions that challenge the way you think and promoted an understanding of the readings. Some students felt the reading load was too heavy and the texts too dense. A suggested improvement was fewer, less intense reading assignments that are more spaced out over the semester. Prospective students should be prepared to do the reading and participate in class discussions. Essays require understanding of the texts.

**AS.070.251.01****Aliens, iPads, and Neurotribes: An Introduction to the Anthropology of Autism****Daniel Platzer**

Overall quality of the class: 4.77

**Summary:**

The best aspects of this course included the class discussions, the guest speakers, a professor who responds to the needs of his students and wants to see them succeed, and giving students input on what is studied and read. Some students suggested that the class periods were too short, forcing discussions to be curtailed when there were guest speakers. Suggested improvements were to make sure all students had some understanding of basic anthropology, and longer class periods. Prospective students should be prepared to do a lot of reading. A background in anthropology is not essential, but may be helpful.

**AS.070.267.01****Culture, Religion and Politics in Iran****Niloofar Haeri**

Overall quality of the class: 3.47

**Summary:**

The best aspects of this course included the professor's first-hand knowledge of the subject matter; the use of poems, music, stories, videos and readings to give context to the material; and students presentations, which provided different perspective on the material. Some students felt the professor did not teach enough, but instead relied on student presentations for course content, Students also said readings were not always readily available. Suggestions for improvement included having the professor teach more, giving the class more structure, perhaps by having each meeting focus on a specific topic. Prospective students should be prepared to participate in discussions and stay current on reading assignments.

**AS.070.273.01****Ethnographies****Thomas Ozden-schilling**

Overall quality of the class: 4.3

**Summary:**

The best aspects of the course included the discussions and a professor, who is invested in his student's success, assigns interesting readings, and has first-hand experience in ethnography. Some students felt the readings were difficult and long, and that expectations for assignment could be better defined. A suggested improvement was to reduce the reading requirement and

providing more lead time and clarity for major projects. Prospective students should be prepared to do all the reading so they can participate in discussions.

**AS.070.281.01**

**Home and Belonging**

**Valeria Procupez**

Overall quality of the class: 4.14

Summary:

The best aspects of this course included the professor's ability to lead meaningful discussions in which students were able to relate personal experiences to the material. The professor also covered the material using readings, film and art exhibits, and allowed members of the class to lead discussions. Some students felt that the readings and discussions were not always related. A suggested improvement was to make lectures more interactive by structuring them as an open dialogue. Prospective students should be prepared to write four papers, keep up with reading assignments and participate in class discussions.

**AS.070.295.01**

**Conflict and Security in a Global World**

**Veena Das**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included the wide range of topics on conflict and security that were covered, the group discussions (led by the professor and the teaching assistants) and the varied readings. The course examines conflict and security from an anthropological, rather than political science or international relations, point of view. Some students said that only a limited number of students took part in the discussions, lectures could be long and hard to follow, expectations on assignments were not always made clear, and readings could be challenging. Suggested improvements were to provide more guidance on what was expected in assignments and better organized and more interactive lectures. Prospective students should be prepared to keep up with an extensive reading list in order to take part in discussions.



**AS.070.359.01****Korean War****Clara Han**

Overall quality of the class: 4.04

**Summary:**

The best aspect of this course included the thought-provoking lectures and readings, which examined the human impact of the war, colonialism, feminism, Korean history and other interesting topics. Some students said the professor was not available during schedule office hours and that group discussions sometimes went on for too long and involved just a few students. Suggested improvements were to reduce the class size and divide the class into small discussion groups to promote participation. Prospective students should be prepared to do a lot of reading. While this can be a challenging course, it provides an interesting perspective on war.

**AS.070.372.01****Religion and Media****Swayam Bagaria**

Overall quality of the class: 4.0

**Summary:**

The best aspects of this course were the variety of readings, the professor's willingness to alter the syllabus to reflect student interests, and the professor's knowledge of and passion for the material. Some students felt it took the professor too long to grade and provide feedback on assignments. Suggested improvements included using case studies to illustrate key points; as the course tended toward the theoretical. Also, providing feedback on assignment more quickly. Prospective students should be prepared to do all the readings, which can be challenging. An anthropology background is helpful.

**AS.070.380.01****Slumworld: Life in Informal Settlements****Valeria Procupez**

Overall quality of the class: 4.73

**Summary:**

The best aspects of this course included the seminar-like environment, which promoted vigorous discussion, and the small class size, which allowed everyone to become involved in discussions. Some students felt it was hard to keep up with the reading assignments. The professor took note of this and reduced the amount of required reading. Prospective students

should know they will be required to do a lot of reading and to participate in and lead class discussions.

**AS.070.436.01**

**Vulnerability**

**Anand Pandian**

Overall quality of the class: 4.0

Summary:

The best aspects of this course included the fact that it used challenging methods to explore the material, such as creating your own final. The readings, discussions and classroom exercises also exposed students to a wide range of thoughts on a variety of complex topics. Some students felt that the discussions could be abstract and the open-ended nature of the course – with activities designed by the students – could lead to a sense of confusion or frustration. A suggested improvement was to give the course more structure to remind students about its goals. Prospective students should be prepared to be challenged and to do a lot of reading. Since students organize the activities the course will likely vary from semester to semester.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
ARCHAEOLOGY DEPARTMENT**

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**AS.136.101.01  
Introduction To Archaeology  
Glenn Schwartz**

Overall quality of the class: 4.09

**Summary:**

The best aspects of this course included the fascinating subject matter covered in lecture provided by an enthusiastic instructor, its well-organized structure, and the opportunity to apply the material covered in class on mock digs. Some students felt that there were too few graded assignments making each weigh too heavily on their final grade and assignment instructions were sometimes vague or unclear. Suggestions for improvement included providing better guidelines or examples for the assignments as well as more small graded assignments. A few students also would have liked the instructor to utilize Blackboard. Prospective students are advised that lectures are not posted online so they should be sure to attend all the classes, and that keeping up with the readings will prove helpful to their success.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
ART DEPARTMENT**

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**AS.371.131.01-2  
Studio Drawing I  
Margaret Murphy**

Overall quality of the class: 4.71

Summary:

The best aspects of the course included the creative environment that was cultivated by the engaging and experienced professor. The professor provided ample feedback and placed more emphasis on the student’s commitment to practicing the work rather than pure talent. Some students felt that the class sessions were too long while those who did not have a drawing background felt that the course moved too quickly and did not offer enough drawing instruction. Also, some did not like the group project and the drawing pads did not hold charcoal well. Suggestions for improvement included having two shorter sessions per week, providing more drawing instruction before assignments rather than only feedback after the assignment was completed, better drawing kits, and use of other media. Prospective students would benefit from a background in drawing and be prepared to work on projects outside of the classroom.

**AS.371.133.01**  
**Oil Painting I**  
**Margaret Murphy**

Overall quality of the class: 5.0

Summary:

The best aspects of the course included the fun assignments and receiving helpful instruction and feedback from the professor. Some students found it challenging to complete several hours of painting outside of the classroom, especially since it needed to be done in the studio. Others cited the changing afternoon light in the studio, no instructions on Blackboard, and the cost of supplies as nettlesome aspects of the class. Suggestions for improvement included more readings to compliment the hands-on experience, a different painting studio, and a finer brush in the art kit. Prospective students should be prepared to do a good deal of studio work outside of the class sessions.

**AS.371.134.01**  
**Oil Painting II**  
**Barbara Gruber**

Overall quality of the class: 4.75

Summary:

The best aspects of the course included the fun and energetic class environment, the helpful and encouraging feedback from the professor, and the wide range of subject matter selected for painting assignments. Several students felt that there was not enough time to complete all the assignments and one student was uncomfortable with the nude model. Suggestions for improvement included more class time, more opportunities to paint still life, and receiving more feedback. Prospective students should have oil painting experience and be prepared to work on painting assignments outside of class.

**AS.371.147.01**  
**Design Studies: Art of Architecture**  
**Charles Phinney**

Overall quality of the class: 4.6

Summary:

The best aspects of the course included the hands-on experience of designing buildings, the site visits to study architecture around Baltimore, and the professor's knowledgeable and passionate approach to the material. Some students felt that the drawing assignments could be quite time consuming, especially during midterms. Others felt the class period was quite long.

Suggestions for improvement included providing more instruction on how to draw before starting assignments, having two shorter sessions per week, and a unit on computer-aided architectural design. Prospective students would benefit from a background in drawing and should be prepared to do a great deal of drawing outside of the classroom.

**AS.371.149.01**

**Visual Reality**

**D.S. Bakker**

Overall quality of the class: 4.67

Summary:

One of the best aspects of the course was the freedom to interpret assignments as the students chose, and use any medium. Students also appreciated the critique sessions with the professors, and peers. As well as having an environment that encouraged creativity. Some students felt that the time required to complete the projects made it difficult to meet deadlines and balance their other college commitments. Suggestions for improvement included more structured lectures, more focused feedback from the professor and students, and more time to brainstorm for the prompts. Prospective students should approach the course with an open mind and be prepared to do assignments that might seem wacky or out of the ordinary.

**AS.371.151.01**

**Photoshop/Digital Darkroom**

**Howard Ehrenfeld**

Overall quality of the class: 4.44

Summary:

The best aspects of the course included how the course encouraged creativity while providing practical skills, the willingness of the professor to answer questions and provide feedback, and the opportunity to revise an assignment after it was submitted and feedback was given. Students who did not have prior Photoshop experience felt that it was difficult to keep up as the professor did not explain every step that was demonstrated. Some students were intimidated by the emphasis on creativity while others felt constricted by the assignment requirements. Suggestions for improvement included having two shorter sessions each week, having a TA available to answer questions when the professor is busy, and scheduling printer time to avoid long waits while the printer is reloaded. Prospective students would benefit from some knowledge of Photoshop and photography. Owning the Adobe suite would also be beneficial.

**AS.371.152.01****Introduction to Digital Photography****Howard Ehrenfeld**

Overall quality of the class: 4.8

**Summary:**

The best aspects of the course included the professor's commitment to assisting students both in the classroom and in the lab, the stimulating creative environment, and the field trips. Students who did not own Photoshop felt that it was inconvenient attempting to schedule lab time around their other college commitments. Others thought the class was a bit long and the assignment scheduling could be confusing. Suggestions for improvement included more instruction on using Photoshop, more lab computers loaded with the Photoshop software, and more time to take photographs during class. Prospective students should be prepared to stay on top of their editing work.

**AS.371.154.01****Introduction to Watercolor****Suzanne Kopf**

Overall quality of the class: 4.56

**Summary:**

The best aspects of the course included the expansive scope of topics covered, the peer critiques in class, and the weekly assignments that provided a great deal of practice in watercolors. Also, the professor provided a clear agenda and precise instruction regarding assignments. Some students felt that the workload was heavy and that the homework did not always correlate with the instruction in class. Suggestions for improvement included less focus on readings and research to create time for painting, smaller projects that would give more opportunities for practice, and more demos for beginners. Prospective students should be prepared to invest a great deal of time both in readings and in painting.

**AS.371.162.01-2****Black and White: Digital Darkroom****Phyllis Berger**

Overall quality of the class: 4.6

**Summary:**

The best aspects of the course included the passion and commitment of the professor, the opportunity to take photography field trips, and the chance to learn editing programs like Lightroom and Photoshop. Some students felt the two-and-a-half hour class length was a challenge while others felt that the course moved too quickly while studying editing software.

Paying for prints out-of-pocket was also a concern. Suggestions for improvement included having two shorter sessions per week, more one-on-one interaction with the professor, and more field trips. Prospective students could benefit from some photography experience and should be prepared to do a good deal of photography outside the classroom.

**AS.371.164.01**

**Introduction to Printmaking**

**Larcia Premo**

Overall quality of the class: 5.0

This class had 5 or fewer comments

**Summary:**

The best aspects of the course included having creative freedom with regard to the print content while having structure with regard to the practical instruction. Some students felt that the lack of deadlines could cause students to procrastinate while others thought that resources were limited. Suggestions for improvement included establishing deadlines during the semester so students can stay on track for the final project and gaining more funding for supplies. Prospective students should be aware that there is a lab fee and be prepared to work on projects outside the classroom.

**AS.371.165.01**

**Location Photography**

**Howard Ehrenfeld**

Overall quality of the class: 4.89

**Summary:**

Traveling around the Baltimore community and experiencing a diverse range of locations for photography was the best aspect of the course. Some students felt, however, that the extensive traveling and lab work was time-consuming and challenging. Some students felt that the lack of grades left them with little guidance regarding how they were progressing. Suggestions for improvement included more field trips and more feedback on the photographs taken. Prospective students could benefit from some experience with photography and Photoshop and should be prepared for a significant commitment of time.



**AS.371.303.01-2**

**Documentary Photography**

**Phyllis Berger**

Overall quality of the class: 4.59

Summary:

The best aspects of the course included the field trips where students were encouraged to interact and photograph people on the street, the guest speakers who were accomplished professionals, and the freedom to choose the topic for the final project. Some students thought that the field trips could feel artificial since they were traveling in a group while others felt that the critiques took too long and used up valuable time. Suggestions for improvement included more training in the use of Photoshop, more guidance on what is and isn't a documentary photograph, and more time in class to work on the final project. Prospective students could benefit from some experience with photography and Photoshop and should be prepared for a significant commitment of time.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
BEHAVIORAL BIOLOGY DEPARTMENT**

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**AS.290.303.01  
Animal Communication  
Kirsten Bohn**

Overall quality of the class: 4.50

Summary:

The best aspects of the course included small class size, an enthusiastic and helpful professor, and the opportunity to conduct an experiment and write a scientific paper about it. The worst aspects of the course included taking a “big picture approach” rather than providing greater depth, a heavy focus on exams, and unclear instructions for writing papers. Suggestions for improvement included more clear guidance and feedback on writing assignments, fewer exams or exams that cover less material, and an additional course to explore the subject more fully. Prospective students should know that the course is similar to Animal Behavior and to be prepared to have numerous writing assignments. They should also ask many questions regarding the expectations for their writing assignments.

**AS.290.420.01  
Human Sexual Orientation  
Ann Jarema, Chris Kraft**

Overall quality of the class: 4.52

Summary:

The general consensus was that the subject matter was quite interesting and the professors were knowledgeable. The guest speaker was a particular highlight. Many students felt that the

material was outdated and the textbook a bit dense and difficult to understand while others felt that the amount of writing assignments were excessive. Suggestions for improvement included providing more updated information, particularly on subjects related to LGBTQ, and starting the class a little earlier or offering two sessions per week. Prospective students should expect many writing assignments and should pay particular attention to the PowerPoint presentations.

**AS.290.490.02**

**Senior Seminar: Behavioral Biology**

**Peter Holland**

Overall quality of the class: 5.00

Summary:

The best aspects of the course included the lively group discussions, the enthusiasm and insight of the professor, and how the course tied into learning from previous courses. The 9 am start time for the class was the least liked aspect of the course. A later start time was the primary suggestion for improvement. Since weekly readings are chosen by the students for discussion, prospective students should be prepared to choose interesting topics as well as keep up with the readings so they can be engaged in the conversations.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
BIOLOGY DEPARTMENT**

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**AS.020.104.01**

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

Overall quality of the class: 4.06

Summary:

The best aspects of the course included the thought-provoking discussions, interesting reading assignments, and the knowledgeable and humorous professor who used anecdotes to illustrate the subject matter. Some students found the seminar style of the class to be a bit slow and dull while other students were unclear of their grades since it was based on presentations and class participation. Suggestions for improvement included offering graded homework assignments, providing more guidance on expectations for the presentations, and increasing the pace of the classes with more topics or covering topics in more depth. Prospective students should be prepared to do a great deal of reading and make a 1 ½ hour presentation with a partner.

**AS.020.106.01-2**

**Freshman Seminar: Tuberculosis  
Robert Horner**

Overall quality of the class: 4.05

Summary:

The best aspect of the course was the weekly presentations and paper review sessions that covered different aspects of the topic. Students also appreciated the challenging readings and the interesting lectures presented by the helpful and accessible professor. Some students felt

that the homework was not always meaningful to the course while other students thought that the discussions could sometimes lack enthusiasm. Suggestions for improvement included more varied coursework and offering a clearer grading criteria. Prospective students should be prepared to do a good deal of reading and scientific journal analysis.

**AS.020.111.01**

**Freshman Seminar: The 'Nobels" in Medicine and Chemistry  
Ludwig Brand**

Overall quality of the class: 3.93

Summary:

The best aspects of the course included the fascinating lectures by the knowledgeable and experienced professor, the relaxed atmosphere, and having the opportunity to dive deeply into the careers of Nobel winners. Some students felt that, because of the seminar style, some of the more complex aspects of organic chemistry could not be adequately presented by freshmen. Other students thought that there should have been more input from the professor to keep the students engaged during discussions. Suggestions for improvement included having more lecture time to frame the discussions, allowing the students to choose the Nobel laureate that they wish to create a presentation on, and more instruction on how to put together a PowerPoint presentation. Prospective students would benefit from a background in Organic Chemistry and should have good presentation skills.

**AS.020.137.01**

**Project Lab: Phage Discovery  
Emily Fisher**

Overall quality of the class: 4.91

Summary:

The best aspects of the course included the independent lab experiences that provided students first-hand exposure to lab protocols and equipment, the class materials that allowed students to work with some structure and feedback, and the opportunity to grow and examine a specimen in the lab. Some students found that they had to do a good deal of lab work outside the class while others thought that there were unclear expectations for assignments. Suggestions for improvement included incorporating more discussions on phage lifecycles and variation, clearer expectations for homework and journals, and offering more sessions per week. Prospective students would benefit from a knowledge of chemistry and basic laboratory techniques.

**AS.020.151.01**  
**General Biology I**  
**Rebecca Pearlman, Richard Shingles**

Overall quality of the class: 4.03

Summary:

The best aspects of the course included the recorded lectures that were available online, the ample office hours of the professors and TAs which made getting answers and feedback easy, and the fun and interesting lectures presented by the engaging professors. Some students felt that the lectures moved too quickly to comprehend the material while other students felt that there was insufficient feedback on homework assignments. Suggestions for improvement included offering a study guide for exams, slowing the pace of the lectures, and allowing opportunities to correct mistakes on the homework assignments. Prospective students should be prepared to attend every lecture and study the material carefully for exams.

**AS.020.151.01-2**  
**General Biology I**  
**Christov Roberson**

Overall quality of the class: 4.59

Summary:

The best aspects of the course included the engaging lectures presented by the energetic and helpful professor, the interesting subject matter, and the pre-class videos that eased students into the next topic. Some students felt that having a class with over 250 students made it difficult to remain interested in the lectures. Other students found that the questions on the exams did not correlate with the material in the lectures. Suggestions for improvement included slowing the pace of the lectures, offering more flexible rules about electronic devices, and providing more practice homework or exams to reinforce students' knowledge. Given the large class size, prospective students should be prepared to review the pre-class videos and do a great deal of studying outside the classroom.

**AS.020.153.01-7**  
**General Biology Laboratory I**  
**Rebecca Pearlman**

Overall quality of the class: 4.16

Summary:

The best aspects of the course included the manageable workload, the helpful TA, and applying biology concepts to practical experimentation. Some students felt that certain experiments

were not engaging or did not achieve good results. Other students found that the professor was difficult to reach and the TA could not always answer questions. Suggestions for improvement included offering more engaging lab assignments, eliminating the trip to the zoo, and providing more instruction from the professor before labs. Prospective students should have a background in Biology and be prepared to do a good deal of pre-lab work including flowcharts.

### **AS.020.161.01**

#### **Current Events in Biology I**

**Rebecca Pearlman**

Overall quality of the class: 4.88

#### Summary:

The best aspects of the course included the current topics studied that were partially determined by the class, the passionate and supportive professor, and the fun and engaging discussions. Some students felt that the class sometimes moved too quickly from topic to topic while other students found the emphasis on attending every class to be challenging. Suggestions for improvement included having more individual assignments rather than group assignments and making the course 3 credits so the amount of class time could be expanded for greater exploration of the topics. Prospective students should be prepared to attend every class and participate in group activities.

### **AS.020.303.01**

#### **Genetics**

**Kyle Cunningham, Emily Fisher**

Overall quality of the class: 3.81

#### Summary:

The best aspects of the course included having two engaging and helpful professors who presented material in a clear and straightforward manner, the recorded lectures and discussion board available online, and the fascinating course material that focused on the key advances that have proved vital to the overall work in the field. Some students found that switching professors with two different teaching styles mid-semester was disconcerting. Other students felt that the exams covered material that was not addressed in the lectures or homework assignments. Suggestions for improvement included assigning only one professor to the class, offering practice problems that are more closely related to the material in the exams, and having more interactive discussions where students break off into smaller groups. Prospective students would benefit from a background in Biology and be prepared to keep abreast of the readings, lectures, and homework assignments.

**AS.020.305.01****Biochemistry****Anna Coppola, Vincent Hilser, Christian Kaiser, Kathryn Tifft Oshinnaiye**

Overall quality of the class: 4.09

**Summary:**

The best aspect of the course was having four enthusiastic and engaging professors who presented stimulating lectures and were readily available for questions either through office hours or the Piazza website. Students also appreciated the interesting topics that were applicable to multiple disciplines and the numerous problem sets and back tests that helped reinforce comprehension of the material in preparation for exams. Some students found the daily homework assignments to be time-consuming and a bit daunting while other students felt that the latter part of the course covered too much material and offered more difficult exams. Suggestions for improvement included having shorter lectures, providing a list of biology vocabulary words so students do not have to memorize quite as much, and creating a more consistent teaching method throughout the semester. Prospective students should be prepared to take notes on the pre-class videos, pay close attention to the lectures, and devote a good deal of time to memorization.

**AS.020.307.01****Enzymes, Metabolism and Metabolic Disorders****Young-Sam Lee**

Overall quality of the class: 3.31

**Summary:**

The best aspects of the course included the interesting subject matter presented by the patient and humorous professor, the group interaction, and the opportunity to practice scientific research and writing with topics chosen by the students that do not have clear answers. Many students felt that the grading process was vague and arbitrary given that many of the topics explored did not have straightforward answers and students were asked to sort through it without assistance. Suggestions for improvement included offering clearer grading expectations, providing more opportunities for feedback and brainstorming of topics before assignments were due, and reducing the number of tasks by one so students would have more time to focus on each task. Prospective students should have a background in Biochemistry and/or Cell Biology and be prepared to spend a great deal of time with one's task group outside the classroom.



**AS.020.315.01-2**  
**Biochemistry Project lab**  
**Eric Johnson**

Overall quality of the class: 4.97

Summary:

The best aspects of the course included the knowledgeable and enthusiastic professor, the opportunity to conduct extensive lab work, and the structure of the course where each lab built on the experience from the previous labs to reinforce understanding of the material. Some students felt that grades were not returned in a timely manner, leaving them unsure about their progress. Other students thought that too much weight was placed on the final presentation given that its success relied a great deal on the effectiveness of one's teammates. Suggestions for improvement included more instruction at the beginning of the semester concerning the goals of each lab, returning grades in a timely fashion, and providing more instruction on the overall lab process early on in the course. Prospective students should read the background guides and lab protocols before class to be prepared for the experiments.

**AS.020.316.01-3**  
**Cell Biology Lab**  
**Robert Horner**

Overall quality of the class: 3.0

Summary:

The best aspects of the course included learning new lab techniques, the helpful TAs, and the lab experiments that corresponded to the topics covered in the Cell Biology course. Some students felt that the lab work and assignments were quite time consuming for a 1-credit course. Other students felt that expectations on the lab report were unclear as were the expectations on the exams. Suggestions for improvement included providing clearer guidance for reports and assignments, reducing the number of assignments, and offering a clearer grading criteria for exams. Prospective students should have a background in Cell Biology and be prepared to pay careful attention to the lab manuals.

**AS.020.329.01****Microbiology****Jocelyne DiRuggiero, Emily Fisher**

Overall quality of the class: 4.16

**Summary:**

The best aspects of the course included the balance of course material reflecting both basic concepts and current research papers, the interactive teaching style, and the use of primary sources for the final paper. Some students found the focus on more current microbiology topics in the second half of the semester to be less engaging than the more basic concepts of the first half. Other students felt that the slow return of grades on assignments and exams made it difficult to gauge one's comprehension of the material. Suggestions for improvement included making the lecture style more interactive during the second half, providing timely feedback on exams and assignments, and offering more problem solving during class. Prospective students should have a background in Cell Biology and be prepared to keep up with homework and reading assignments as the material will appear in presentations and on exams.

**AS.020.331.01****Human Genetics****Edward Hedgecock**

Overall quality of the class: 4.3

**Summary:**

The best aspects of the course included the interesting material presented by a passionate professor who is an expert in his field, the study guides without answer keys that stimulate class discussion, and the lecture notes that are posted online for review. Some students found the professor difficult to hear in the large classroom even with a microphone. Other students felt that the exam questions did not correlate with the lectures. Suggestions for improvement included using PowerPoint or other visual aids to make lectures more engaging, updating the content of the lectures to reflect the latest advancements, offering more homework or practice tests to gauge comprehension of the material, and providing more guidance on the term paper. Prospective students should have a background in Genetics and be prepared to begin one's term paper as early as possible.

**AS.020.334.01****Planets, Life and the Universe****Jocelyne DiRuggiero, Naomi Levin, Colin Norman**

Overall quality of the class: 4.42

**Summary:**

The best aspects of the course included the rotation of guest lecturers and specialists speaking about astro-scientific concepts, the homework that reinforced the concepts discussed in class, and the helpful feedback from the professors and the TAs. Some students felt that the grading of exams was not consistent while other students found the first homework assignment to be somewhat vague. Suggestions for improvement included providing more coordination between the speakers so that material is not repetitive, offering more time to take the exams, and clearer grading criteria. Prospective students should have a background in Biology and Astronomy. They should also be prepared to do a great deal of studying for the exams and start your final project as early as possible.

**AS.020.340.01-3****Developmental Genetics Lab****Carolyn Norris**

Overall quality of the class: 3.31

**Summary:**

The best aspects of the course included the fascinating material regarding CRISPR technology and *C. elegans*, the lab experiments that gave students an understanding of how genetics labs operate, and the thought-provoking discussions. Many students felt that, because it was a new course, the classes and lab time were disorganized. Other students thought that the grading criteria was unclear. Suggestions for improvement included following the syllabus more closely, posting lab protocols at least one day ahead of time, and providing feedback in a timely manner. Prospective students should have a background in Genetics. Since the course is mostly focused on lab experimentation, they should be prepared to encounter spontaneous and unpredictable results.

**AS.020.351.01**  
**Cancer Biology**  
**Myles Hoyt**

Overall quality of the class: 3.96

Summary:

The best aspects of the course included the interesting subject matter that explores both the history of cancer biology research and the current developments, the engaging lectures presented by the knowledgeable and passionate professor, and the in-class presentations that pushed students to delve deeply into the chosen topics. Since only the presentation and the final exam are graded, many students felt that they were under tremendous pressure to do well on both. Other students found some of the lectures to be hard to follow. Suggestions for improvement included offering more graded assignments like quizzes or shorter presentations, recording lectures for later review, and providing more guidance on the presentations. Prospective students should have a background in Genetics, Cell Biology, and Biochemistry. They should also begin preparing their presentations as soon as possible.

**AS.020.374.01**  
**Comparative Animal Physiology**  
**Anna Coppola**

Overall quality of the class: 4.11

Summary:

The best aspects of the course included the engaging subject matter taught by the passionate and knowledgeable professor, the weekly quizzes that helped to monitor each student's comprehension, the integration of case studies and videos into the lectures. Some students felt that the homework assignments could sometimes be lengthy and did not correlate well with the lectures. Other students thought that certain quiz questions were oddly worded or hard to understand. Suggestions for improvement included allotting more time to complete quizzes, clearer lecture slides, and better guidance on the homework assignments. Prospective students should have a background in Biology and/or Biochemistry and be prepared to attend every lecture to keep abreast of the material covered.

**AS.020.379.01**  
**Evolution**  
**Carolyn Norris**

Overall quality of the class: 4.28

Summary:

The best aspects of the course included the intriguing lectures that covered a wide range of topics related to evolution, the stimulating discussions in a small class environment, and the passionate professor who cares about the students and the subject matter. Some students felt that the lecture slides and Blackboard site was a bit disorganized while other students found the homework to be challenging since the concepts were covered so quickly in class. Suggestions for improvement included a more organized Blackboard site with due dates clearly stated, more feedback about the term paper early in the semester, and offering a take-home midterm exam. Prospective students should have a background in Biology and be prepared to attend class and keep abreast of the material.

**AS.020.380.01**  
**Chromatin, Chromosomes and the Cell Nucleus**  
**E Moudrianakis**

Overall quality of the class: 4.07

Summary:

The best aspects of the course included the fascinating material taught by the knowledgeable and enthusiastic professor, the opportunity to delve deeply into the fundamentals of DNA, and the guest lecturers who are experts in the field. Some students were dismayed that the syllabus did not provide due dates for assignments and grades were not returned in a timely manner. Other students felt that the lectures were limited by students asking questions about material they should have already studied. Suggestions for improvement included a more detailed syllabus, more feedback on the exams, and providing more recent resource material. Prospective students should be diligent at taking notes and be able to read research papers.

**AS.020.385.01**  
**Epigenetics**  
**Xin Chen, John Kim**

Overall quality of the class: 4.39

Summary:

The best aspects of the course included the intellectually challenging material featuring the latest discoveries in the research field, the stimulating discussions in a small class environment,

and the professors who are both experts in Epigenetics. Some students felt that the homework assignments could be quite time consuming while other students thought that the grading of assignments was uneven and unclear. Suggestions for improvement included offering a clearer rubric for grading, returning graded assignments in a timely manner, and providing more structured lectures rather than just discussions. Prospective students should have a background in Genetics and be prepared to do a great deal of reading.

**AS.020.441.01-2**

**Mentoring in General Biology**

**Rebecca Pearlman, Christov Roberson, Richard Shingles**

Overall quality of the class: 4.53

**Summary:**

The best aspect of the course is having the opportunity to apply one's knowledge of General Biology toward helping students understand the concepts they may be struggling with. Students also found that mentoring helped to reinforce their own sense of the material. Some students felt that the information covered in the Friday meetings could have been covered in an e-mail while other students found that sessions could be slow on weeks when there were not exams scheduled. Suggestions for improvement included providing incentives for students to make greater use of the mentoring sessions, giving mentees the ability to access the review slides created by the mentors, and refining the mentor assignments in some way that would help identify the learning objectives that were confusing to students. Prospective students should have a firm grasp of Biology topics and be prepared to create the review slides/study tips/problem set before the due date.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.250.205.01-3  
Introduction to Computing  
Ana Damjanovic**

Overall quality of the class: 4.06

**Summary:**

The best aspects of the course included the straight-forward instruction which was divided evenly between lecture and practice, the hands-on experience working with the Python, Unix, and Matlab programs, and the helpful and readily available TAs who provided useful one-on-one assistance. Some students felt that the course moved too quickly, especially toward the end of the semester, and favored Mac users over PC users. Others found the time allotted for exams was too short given the amount of material covered. Suggestions for improvement included offering more independent projects or extra credit assignments to get more practice, shorter exams or more time to complete the exams, and more structured practice sessions in class that provide equal weight to all three coding languages. Prospective students would benefit from having some coding experience and should be prepared to attend every class and keep up with the homework assignments.

**AS.250.205.04-6****Introduction to Computing****Maria Procopio**

Overall quality of the class: 4.05

**Summary:**

The best aspects of the course included the straight-forward instruction, the hands-on experience working with the Python, Unix, and Matlab programs, and the helpful and readily available professor and TAs who provide useful one-on-one assistance. The open-book exams and the lectures provided online were also highlights of the course. Some students felt that the Matlab unit was rushed and the professor was not willing to answer questions. Other students thought the time-limit for exams was too short and the homework assignments were unnecessarily long. Many students suggested pacing the course more evenly so that Matlab instruction is not rushed or reducing the lecture time to accommodate more time for practice. Other suggestions for improvement included allowing more time for exams, changing the start time for the exams to later in the day, reducing the amount of homework assignments, and offering projects that allow for more creative thinking. Prospective students would benefit from having some coding experience and should be prepared to attend every class and keep up with the homework assignments.

**AS.250.253.01-4****Protein Engineering and Biochemistry Lab****Carolyn Fitch**

Overall quality of the class: 4.13

**Summary:**

The best aspects of the course included interesting experiments that taught useful lab techniques and the enthusiastic professor who demonstrated how the experiments tied into the overall course work. Also, the professor was responsive and receptive to questions. The coursework was clearly laid out and the grading system for assignments was explained thoroughly. Some students felt the lectures were too long while other students thought the worksheets posed questions that were vague or not covered in the course material. Suggestions for improvement included a tutorial on PyMol, receiving data for assignments and grades in a timely manner, providing a clear grading rubric, and reducing lecture time in favor of more lab time. Prospective students would benefit from a background in Biochemistry and should be prepared for a significant amount of reading, worksheet assignments, and lab reports.



**AS.250.253.05-8****Protein Engineering and Biochemistry Lab****Jaime Sorenson**

Overall quality of the class: 3.54

**Summary:**

The best aspects of the course included the useful content that applied to real research, the friendly and helpful professor, and the ample opportunities to do experiments on proteins not studied before. Some students felt that the assignments were graded inconsistently depending on the TA and feedback was slow in coming. Other students thought that the quizzes were unnecessarily detailed and the labs were disorganized. Suggestions for improvement included reducing the number of worksheets and quizzes since the workload is too heavy for both the students to complete and the TAs to grade. Other suggestions included more consistent grading and clearer guidelines for procedures and expectations. Prospective students would benefit from a background in Biochemistry and should be prepared to do a great deal of work outside the lab.

**AS.250.313.01****Molecular and Cellular System Biology****Elijah Roberts**

Overall quality of the class: 4.78

**Summary:**

The best aspects of the course included the engaging lectures, the exploratory lab work that reflected real world problem solving, and doing the final presentation in a supportive environment. Some students felt that the professor was slow to provide feedback and the feedback received was unclear. Other students pointed out that the lab instructions sometimes included errors. Suggestions for improvement included providing timely and consistent feedback, distributing lecture material prior to class, and having the opportunity to correct errors in lab work. Prospective students should have some knowledge of Python and be prepared to devote a good deal of time to lab assignments.

**AS.250.315.01**  
**Biochemistry I**  
**Patrick Fleming**

Overall quality of the class: 4.42

Summary:

The best aspects of the course included the clear lecture notes, the hands-on computer labs, and the knowledgeable and engaging professor who placed an emphasis on understanding the material. Some students thought that having two lectures and two labs per week placed too much emphasis on the labs. Other students felt that the overall grade was weighted too much toward the quizzes given early in the semester. Suggestions for improvement included having more lectures and fewer labs, putting less weight on quizzes for the overall grade, and offering videos on metabolic pathways as homework assignments. As the course features weekly quizzes, prospective students must be prepared to keep up with their weekly lectures, labs, and reading assignments.

**AS.250.335.01**  
**Single Molecule & Cell Biophysics**  
**Taekjip Ha, Sua Myong**

Overall quality of the class: 4.62

Summary:

The best aspects of the course included reading fascinating papers by leaders in the field and the relaxed and stimulating class discussions led by two knowledgeable and caring professors. The professors encouraged students to question the results, data, and techniques presented in the reading assignments. Some students felt that there was little to no feedback on the assignments while other students would have liked more guidance on the expectations for the written assignments. Suggestions for improvement included providing more time to develop the final paper, clearer and timely feedback on assignments, and offering two sessions per week rather than one long session. Prospective students would benefit from a background in biology and should be prepared to read a scientific paper each week and write a short summary.

**AS.250.351.01****Reproductive Physiology****Barry Zirkin**

Overall quality of the class: 4.62

**Summary:**

The best aspects of the course included the guest lecturers, the take-home exams, and the humorous and engaging professor. Students felt that the professor genuinely cared about the students comprehending subject matter that was rarely discussed in other courses. Since the course was essentially a series of guest lecturers, some students felt that the lectures were disjointed and inconsistent. Other students felt that there was a lack of feedback on exams and that there should have been at least one female speaker. Suggestions for improvement included having two sessions per week, more female lecturers, recording the lectures for later review, and offering a group project that would allow for more student participation. Prospective students would benefit from a background in Biology, particularly Biochemistry or Cell Biology, and should be prepared to attend every lecture.

**AS.250.353.01****Computational Biology****Patrick Fleming**

Overall quality of the class: 4.53

**Summary:**

The best aspects of the course included the well-thought out and organized coursework, the clear instructions for computer lab assignments, and the professor's ability to guide the students through complex material in a caring and supportive way. Many students voiced pleasant surprise at the amount of knowledge they gained from the course. Some students thought that the amount of time needed to complete lab assignments outside of class was daunting while other students felt that there was a lack of feedback on homework assignments. Also, some felt that lab reports were not graded in a timely manner. Suggestions for improvement included shorter or fewer computer labs, greater access to the Biophysics lab, and more TAs to assist with questions and feedback. Prospective students would benefit from a background in coding software like Python or Unix and have access to a Mac computer outside of the classroom.

**AS.250.372.01-2**  
**Biophysical Chemistry**  
**Doug Barrick**

Overall quality of the class: 4.69

Summary:

The best aspects of the course included the challenging material presented in an effective and articulate way, the passionate and knowledgeable professor, and having the lectures recorded on Panopto for later review. Since the professor also wrote the textbook, the lectures and readings correlated perfectly. Many students felt that doing the problem sets on Mathematica was overwhelming as it is not widely known by students. Other students did not like the clicker attendance and thought the exams should have covered a wider range of material. Suggestions for improvement included offering a guide to Mathematica, assigning fewer problem sets that are more in depth, and more emphasis on application of theories. Prospective students would benefit from a background in Biochemistry and should familiarize themselves with Mathematica.

**AS.250.383.01**  
**Molecular Biophysics Laboratory**  
**Carolyn Fitch**

Overall quality of the class: 3.56

Summary:

The best aspects of the course included the interesting subject matter that tied into the Biophysics undergrad coursework effectively, the hands-on lab experience, and the knowledgeable and helpful TA. Some students felt that the lab assignments were disorganized and lacked clear protocols while others thought that the workload contained unnecessary assignments. Suggestions for improvement included more organization and preparation for lab experiments, lectures that are more focused on concepts, and more feedback on writing assignments. Prospective students should be prepared to have a great deal of writing assignments and additional experiments outside the classroom.

**AS.250.403.01****Bioenergetics: Origins, Evolution and Logic of Living Systems****Bertrand Garcia-Moreno**

Overall quality of the class: 4.71

**Summary:**

The best aspects of the course included the intellectually challenging nature of the material, the engaging and accessible professor, and the entertaining lectures that break down hard-to-grasp concepts into understandable elements. Some students felt the heavy reading workload and short turnaround time on homework assignments was difficult to balance with other course commitments. Other students thought that there was little feedback on assignments and requirements for the long paper were ambiguous. Suggestions for improvement included spending less time on the book *Oxygen*, more feedback on assignments, and more structured lectures. Prospective students should have a background in Biochemistry and be prepared for a great deal of reading assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
CENTER FOR LANGUAGE 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:

- 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: 4.71

**Summary:**

The best aspects of the course included learning how to read and write Chinese in a fast-paced manner, the small class size that facilitated a good deal of personal interaction, and learning about the culture of China. The professor is engaging and invested in helping students learn as much as possible. Some students felt that the schedule of two quizzes per week and a homework assignment was overwhelming. Others thought that the amount of vocabulary required to learn each week could be overwhelming. Suggestions for improvement included fewer quizzes, placing more emphasis on oral presentations, and further exploration of Chinese culture. Prospective students should be familiar with Mandarin Chinese and be prepared to memorize a great deal of vocabulary.

**AS.373.115.01-.03  
First Year Chinese  
Ying Sun, Nan Zhao**

Overall quality of the class: 4.56

**Summary:**

The best aspects of the course included having the opportunity to practice Chinese three days a week, the grammar notes and other learning materials provided by the enthusiastic professors,

and the twice weekly quizzes to stay abreast of vocabulary. Students who did not have a background in Chinese found that the course moved too quickly to keep up, especially if one became confused about a topic or grammar structure. Other students were overwhelmed by the amount of vocabulary to be learned each week and the lack of written grammar practices. Suggestions for improvement included having more opportunities to practice speaking Chinese outside of class, more instruction on how to write Chinese, additional listening exercises, and more practice translating English to Chinese. Prospective students should have a background in Chinese and be prepared to commit a great deal of time to learning the language.

**AS.373.211.01**

**Second Year Heritage Chinese**

**Aiguo Chen**

Overall quality of the class: 4.27

Summary:

The best aspects of the course included the enthusiastic professor who is adept at correcting common mistakes so students learn quickly, the textbook and coursework that focuses on practical and relevant Chinese, and the numerous opportunities to practice written Chinese in compositions and presentations. Some students felt that the schedule of weekly quizzes, presentations, and homework assignments was overwhelming. Other students found that, given the pace of the class and the lack of English subtitles on the slides, it was difficult to keep up if they were unclear. Suggestions for improvement included more structured lectures where grammar concepts are covered more clearly and placing a time limit on presentations so they don't run over. Other suggestions included spreading out projects and assignments more evenly throughout the semester and stating dates for exams more clearly. Prospective students should have taken First Year Heritage Chinese and be prepared to keep up with quizzes, homework assignments, and exams.

**AS.373.215.01-3**

**Second Year Chinese**

**Aiguo Chen, Lu Yin**

Overall quality of the class: 4.37

Summary:

The best aspects of the course included the straightforward exams, the ample opportunities to practice Chinese, and the encouraging environment created by the professors. The professors use a variety of classwork and activities to keep students engaged and talking. Some students felt that the daily classes, twice weekly quizzes, and frequent homework could be overwhelming. Other students believed that the professors were favoring the students who were more fluent in Chinese and the vocabulary on the quizzes did not always match the

vocabulary learned. Suggestions for improvement included more class time devoted to conversations rather than lectures, spending more time on tones and accents, and reducing the number of quizzes. Students should have at least one year of Chinese and be prepared to keep up with the quizzes and homework.

**AS.373.313.01-03**

**Third Year Heritage Chinese**

**Lu Yin**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**AS.373.315.01-02**

**Third Year Chinese**

**Aiguo Chen**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course included the engaging lectures where the professor encouraged everyone to participate, having conversations about current issues like overpopulation and housing systems, and learning to write lengthy compositions in Chinese. Some students felt that the classes were too fast paced, squeezing more information into each session than could be comprehended. Other students found the amount of vocabulary memorization required could be daunting and the textbook could be confusing at times. Suggestions for improvement included providing more feedback on presentations and written assignments, spreading out the quizzes so there is more time to prepare, making due dates for assignments clearer on the syllabus, and offering some outside resources about Chinese culture for study. Prospective students should have at least two years of studying the Chinese language and be prepared to keep abreast of the exams and assignments.

**AS.373.415.01**

**Fourth Year Chinese**

**Ying Sun**

Overall quality of the class: 4.4

This class had 5 or fewer comments.



**AS.373.491.01**  
**5th Year Chinese**  
**Nan Zhao**

Overall quality of the class: 4.56

Summary:

The best aspects of the course included the more relaxed atmosphere of an advanced Chinese course, the interesting articles that allowed students to practice words that are used in current topics, and the small class size that offered ample opportunity to practice the language. Some students felt that meeting only twice per week was not sufficient for practicing the language while other students thought the class was somewhat disorganized, covering too many topics in a short period of time. Suggestions for improvement included greater exposure to modern Chinese culture, discussing other practical aspects of Chinese life like politics and medicine, and offering three sessions per week. Prospective students should have at least four years of learning the Chinese language and wish to enhance their reading and writing skills.

**AS.375.115.01-02**  
**First Year Arabic**  
**Sana Jafire**

Overall quality of the class: 4.44

Summary:

The best aspects of the course included the daily schedule which allowed ample time to become immersed in the language and the cultural assignments that exposed students to the experiences of Arabic speaking people in different countries. Students also appreciated the professor's caring approach and ability to make classes fun and interactive. Some students felt that the course was unevenly paced with alphabet learning taking a large part of the time while vocabulary learning was rushed. Other students thought that the material could be difficult at times and they would have to seek out research online to understand it. Suggestions for improvement included more opportunities to practice vocabulary previously learned with new material, offering a TA with office hours, more speaking assignments that focus on pronunciation, and providing more interactive learning experiences. Prospective students should be prepared to attend class every day and stay abreast of their homework assignments.

**AS.375.215.01-02**  
**Second Year Arabic**  
**Sahar Jendi**

Overall quality of the class: 4.75

Summary:

The best aspect of the course was the knowledgeable and empathetic professor who immersed students in Arabic and Islamic cultures and incorporated all aspects of the language – reading, writing, listening, and speaking – into every session. Students also appreciated the small class size and the opportunity to practice the language. Some students found that having the homework assignments come before the topic had been discussed in class to be confusing while other students thought the workload was quite heavy compared to other classes. Suggestions for improvement included going over grammar before the homework is assigned, spreading out the quizzes more evenly, and offering more opportunities to have conversations before the oral exam. Prospective students should have at least one year of learning the Arabic language and be prepared to stay abreast of their assignments and vocabulary.

**AS.375.301.01**  
**Third Year Arabic**  
**Sana Jafire**

Overall quality of the class: 3.62

Summary:

The best aspects of the course included analyzing the news from Arabic speaking news services, the in-class discussions, and the focus on professional careers. Some students felt that the focus on news coverage, with its specific vocabulary words, made it more difficult to follow along and introduced sensitive political opinions. Other students thought the discussions were unstructured and the homework schedule was unclear. Suggestions for improvement included less emphasis on videos and more emphasis on conversations in class, a greater focus on colloquial Arabic rather than news coverage, and providing a clearer homework schedule. As the third year course is significantly more challenging than year two, prospective students should have a strong background in Modern Standard Arabic and be prepared to practice the vocabulary outside of the classroom.

**AS.377.115.01**  
**First Year Russian**  
**Iryna Hniadzko**

Overall quality of the class: 4.83

Summary:

The best aspect of the course was the knowledgeable and empathetic professor who offered engaging lectures, made requirements clear, and was quick with returning grades so students understood their progress. Students also appreciated the methodical pace of the course and the cultural movies and videos. Some students thought having four sessions per week and the numerous homework assignments could be overwhelming, while other students found the rules for tardiness and the grading rubric to be quite strict. Suggestions for improvement included more review days, more listening practices, and offering a textbook that is more accessible. Prospective students should be prepared to commit daily time to homework assignments and try to attend every class.

**AS.377.215.01**  
**Second Year Russian**  
**Iryna Hniadzko**

Overall quality of the class: 4.44

Summary:

The best aspects of the course included the knowledgeable and empathetic professor who offered engaging lectures, the cultural movies and videos, and the frequent opportunities to speak and listen to Russian. Some students found the numerous homework assignments to be challenging while other students found the grading rubric to be quite strict. Suggestions for improvement included more reading assignments or quizzes that would reinforce vocabulary skills, more opportunities to receive grades, and having a year-long syllabus rather than one that is week-to-week. Prospective students should have at least one year of learning the Russian language and be prepared to commit time to homework assignments and attending every class.

**AS.378.115.02-03****First Year Japanese****Mayumi Johnson, Satoko Katagiri**

Overall quality of the class: 4.46

**Summary:**

One of the best aspects of the course is the alternating schedule of lectures and conversation practice so the students get to practice what they've learned in the lecture. Students also appreciated the videos and cultural information. Some students found that the daily meeting schedule along with the twice weekly quizzes could be overwhelming. Other students felt that the textbook did not correlate with the coursework and some of the cultural assignments were quite challenging. Suggestions for improvement included more vocabulary practice, fewer quizzes, and posting slides and material on Blackboard for later review. Prospective students would benefit from a familiarity with the Japanese writing system and should be prepared to devote daily time to homework and study.

**AS.378.215.01-02****Second Year Japanese****Makiko Nakao**

Overall quality of the class: 4.53

**Summary:**

The best aspects of the course included the alternating schedule of lectures and conversation practice, the small class size that builds a support network among peers, and the Erin videos that assist in learning conversational Japanese on one's own time. Some students felt that the heavy workload coupled with the random in-class speeches could be stressful. Other students thought that the homework assignments were not evenly distributed throughout the course. Suggestions for improvement included fewer homework assignments, presenting verbal answers from one's desk rather than speaking before the class, and allowing more time to prepare for midterm exams. Prospective students should have at least one year of learning the Japanese language and be prepared for a fast-paced class that requires a daily commitment to the work.

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

Overall quality of the class: 4.57

This class had 5 or fewer comments.

**AS.380.101.01**  
**First Year Korean**  
**Soo Yun Lee**

Overall quality of the class: 4.70

Summary:

The best aspects of the course included the diligent and perceptive professor who kept the class engaged and made sure that no one fell behind, the ample opportunities to practice conversational Korean in class, and the course structure that made learning a new language manageable. Some students found that taking quizzes on material that had not yet been discussed in class to be stressful while other students found the textbook to be inadequate and that it required additional clarification in class. Suggestions for improvement included allowing some time to prepare for the oral exams, presenting information in the lecture before getting quizzed on it, and offering more practice time and exam review materials. Prospective students should be prepared to attend class five days per week and stay abreast of the reading assignments.

**AS.380.201.01**  
**Second Year Korean**  
**Soo Yun Lee**

Overall quality of the class: 4.86

Summary:

The best aspects of the course included the caring and helpful professor who made every student feel assured that they were improving, the ample opportunities to practice conversational Korean, and the way in which the professor related the language to Korean culture. Some students found having four sessions per week and the fast pace to be overwhelming while other students felt that there was insufficient feedback on workbook assignments and oral exams. Suggestions for improvement included offering more graded assignments, providing more feedback on assignments and exams, and eliminating the partner system for speaking tests. Prospective students should have at least one year of learning the Korean language and be prepared to work at a rapid pace.

**AS.380.301.01**  
**Third Year Korean**  
**Soo Yun Lee**

Overall quality of the class: 4.4

This class had 5 or fewer comments.

**AS.381.101.01**  
**First Year Hindi I**  
**Uma Saini**

Overall quality of the class: 4.19

Summary:

The best aspects of the course included the hands-on learning through class activities and exercises, the open and supportive group environment established in the class discussions, and the enthusiastic and understanding professor who was able to help students learn Hindi in a fun and stimulating way. Some students found the frequently changing schedule made it difficult to know when assignments or exams were due. Other students found the pace of the course too fast to keep up with and did not feel open to asking questions in class. Suggestions for improvement included offering clearer and more complete vocabulary lists, replacing some quizzes with exercises and practice activities, and offering additional material on Blackboard. Prospective students would benefit from some familiarity with Hindi and should be prepared to commit daily effort to assignments and studying.

**AS.384.115.01**  
**First Year Hebrew**  
**Zvi Cohen**

Overall quality of the class: 4.0

This class had 5 or fewer comments.

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

Overall quality of the class: 4.0

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
CHEMISTRY 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.030.101.01  
Introductory Chemistry I  
David Goldberg**

Overall quality of the class: 3.60

**Summary:**

The best aspects of this course included engaging lectures that included helpful demonstrations that reinforced the concepts being discussed in class and the Sapling website, which offered students unlimited attempts at solving their homework problems. Students also appreciated the lecture slides being promptly posted online. Some students felt that lectures were at times too fast and that the homework assignments didn't adequately prepare them for the exams. A few students also felt that the lectures were not interactive enough and that the class was too large. Suggestions for improvement included spending more time working out example problems during lectures, providing more feedback on exams, and making the exam difficulty better correlate to the difficulty of the homework problem sets. Prospective students are advised that if they do not have a background in AP Chemistry they should definitely read the textbook to supplement the material learned in lectures.

**AS.030.101.02****Introduction to Chemistry I****Joel Tolman**

Overall quality of the class: 3.13

**Summary:**

The best aspects of this course included the online Sapling homework assignments, which emphasized process over simply getting the correct answer by allowing unlimited tries at the solution; a regular schedule of assignments; and lectures slides that were promptly posted online. Some students felt that the exams were overly difficult and didn't correlate to the material covered on the homework and during lectures and that the lectures were at times too fast-paced. A few students also felt that there was a lack of resources to help them prepare for the exams. Suggestions for improvement included providing practice exams, posting recorded lectures via Panopto, and having demonstrations or experiments in class to better engage the students. Prospective students are advised that if they do not have a solid background in chemistry it might be necessary to supplement by signing up for PILOT and doing additional reading in the textbook.

**AS.030.103.01-02; .04-07; .09-10****Applied Chemical Equilibrium and Reactivity w/lab****Tyrel Mcqueen**

Overall quality of the class: 3.51

**Summary:**

The best aspects of this course included thorough lectures that presented in-depth chemical concepts in an interesting way, engaging labs, and the intellectual challenge of the material that forced students to think critically. Some students felt that the exams were overly difficult and that some of the labs were too time-intensive. Suggestions for improvement included providing a PILOT session specifically for the course and providing better test preparation materials. Prospective students are advised that they should be familiar with the material covered in AP Chemistry and should expect to be challenged by the exams.



**AS.030.105.01-02; .04; .06-07**  
**Introductory Chemistry Laboratory I**  
**Sunita Thyagarajan**

Overall quality of the class: 3.60

Summary:

The best aspects of this course included the useful skills gained from the hands-on labs and the resources provided to help students succeed, such as a clear laboratory manual and the pre-experiment Panapto recordings. Some students felt that the post labs were very difficult to complete and tedious, and that the workload was too heavy for a 1-credit course. A few students also felt that the Chem21 platform was unhelpful and that the homework completed on it was graded too harshly. Suggestions for improvement included reducing the workload for post-labs, grading less strictly, and making the course worth more credits. Prospective students are advised that the post-lab assignments can be very time-consuming and that they should take the time to read the lab manuals before going to class.

**AS.030.105.03; .05**  
**Introductory Chemistry Laboratory I**  
**Sunita Thyagarajan, Jamie Young**

Overall quality of the class: 3.59

Summary:

The best aspects of this course included the opportunity conduct hands-on experiments in a lab setting, straight-forward course materials, and the relevance of the experiments to the material covered in the lectures. Some students felt that the post-lab work was overly time-consuming and stressful, and that the Chem21 platform was difficult to use. Suggestions for improvement included providing more guidance on the post-lab assignments and lightening the workload overall or increasing the number of credits the course is worth. Prospective students are advised that they should prepare for the labs beforehand by reading the lab manual and to be prepared to devote a considerable amount of time to work outside of the lab.

**AS.030.112.01**  
**Chemistry with Problem Solving**  
**Alexandra Gittens**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**AS.030.112.02****Chemistry with Problem Solving****Rachel Harris**

Overall quality of the class: 4.09

**Summary:**

The best aspects of this course included slowing down the Chemistry lecture material, the approachability of the instructor, and the additional resources provided such as study guides and worksheets. Some students felt that the class sessions were very short and time was sometimes poorly managed. Suggestions for improvement included extending the class period or creating additional office hours. Prospective students should take the course if they are struggling at chemistry and want additional practice on the types of problems found on their exams.

**AS.030.118.01-02****The Science of Color****Jamie Young**

Overall quality of the class: 4.87

**Summary:**

The best aspects of this course included the approachable and enthusiastic instructor, unique subject matter that engaged students of science and the humanities, and the real-world connections made through in-class experiments. There was little consensus regarding negative aspects, however, some students noted that the homework could be intense for students not used to weekly problem sets. Suggestions for improvement included offering optional resources outside of class for students who wanted to explore more deeply the science aspect of the class. Prospective students are assured that students of science and the humanities will find the material fascinating.

**AS.030.205.01; .04-10****Introductory Organic Chemistry I****Marc Greenberg**

Overall quality of the class: 3.69

**Summary:**

The best aspects of this course included the instructor's engaging and clear lecture style and the intellectually challenging content. Some students felt that the final grade relied too heavily on very few factors and that the difficult exams didn't reflect the practice problems that had been assigned. Suggestions for improvement included adding graded homework assignments

for practice, having more factors figure into the final grade, and providing more resources on Blackboard. Prospective students are advised that this is very challenging course and that they should focus on the lecture notes and keep up with their readings if they want to succeed.

**AS.030.205.02; .11-15**  
**Introductory Organic Chemistry I**  
**Craig Townsend**

Overall quality of the class 2.91

Summary:

The best aspects of this included its significant intellectual challenge and lectures that connected with the material in the textbook. Some students felt that the exams were unreasonably difficult and that they found themselves depending too much on self-teaching via the textbook. Suggestions for improvement included easing the difficulty of the exams and providing more resources for practicing the material. Prospective students are advised that they will need to devote a considerable amount of time to reading the textbook independently to better understand the material and that the course represents a considerable challenge.

**AS.030.205.03; .16-20**  
**Introductory Organic Chemistry I**  
**Christopher Falzone**

Overall quality of the class: 4.22

Summary:

The best aspects of this course included the helpful outside resources made available to students such as the PILOT program and tests from previous semesters, a fair grading system, and the intellectual challenge of the material. Some students felt that the lectures assumed too much background knowledge and could move too quickly. Suggestions for improvement included slowing the pace of the lectures and going over practice problems in class more often. Prospective students are advised that this course requires a lot of preparation outside of class and that they should be sure to read the textbook before every lecture. Prospective students are also advised that they should be sure to sign up for the PILOT sessions.

**AS.030.225.01-05****Introductory Organic Chemistry Laboratory****Larissa D'Souza**

Overall quality of the class: 4.40

**Summary:**

The best aspects of this course included the clear expectations provided for the lab assignments, labs that students found interesting, and helpful lectures. Some students felt that the exams were too focused on memorization of small details that sometimes seemed arbitrary. Suggestions for improvement included having review sessions for the exams earlier, providing more frequent short lectures, and basing the exams less on memorization and more on overarching concepts. Prospective students are advised that they should prepare for labs by reading the lab material and that the exams rely heavily on the memorization of the material on the lecture slides.

**AS.030.227.01-02****Chemical Chirality: An Introduction in Organic Chem. Lab, Techniques****Eric Hill**

Overall quality of the class: 4.78

**Summary:**

The best aspects of this course included the interesting labs, which introduced students to a lot of new techniques, and a knowledgeable and engaged instructor who always took the time to provide guidance. Some students felt inconvenienced when, at times, the labs ran significantly longer than scheduled. Suggestions for improvement included providing more rigid scheduling or restructuring the experiments to prevent the labs from running past the end of the scheduled class time. Prospective students are advised that they should prepare for the labs beforehand and that they should block out a significant amount of time in their schedule for the experiments.

**AS.030.301.01****Physical Chemistry I****Rigoberto Hernandez**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included an instructor who gave engaging lectures, well-organized course material, and fair exams. Some students felt that the lectures sometimes moved too fast and that the homework assignments didn't reflect the material covered in class.

Suggestions for improvement included providing a deeper conceptual understanding of the mathematical derivations and more practice material for the exams. Prospective students should have experience with derivatives and be prepared to study a lot outside of class.

**AS.030.305.01-03; .05-06**

**Physical Chemistry Instrumentation Laboratory I**

**Arthur Bragg, Howard Fairbrother**

Overall quality of the class: 2.57

Summary:

The best aspects of this course included the wide variety of topics covered. Some students felt that the lab report assignments were overly cumbersome and time-consuming, and that they weren't provided with the necessary background information to understand what they were doing in the labs and on the assignments. A few students also felt that the lectures on error analysis weren't very helpful. Suggestions for improvement included providing a clearer grading rubric and timely feedback. Students also suggested focusing lectures on giving background information on the labs. Prospective students are advised that they should only take this class with a light course schedule.

**AS.030.315.01**

**Biochemistry I**

**Patrick Fleming**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included interactive labs that proved helpful to learning the material and the engaging lectures. Some students felt that the weekly quizzes were overly difficult and that they were expected to retain too much information. Suggestions for improvement included streamlining the course materials and having fewer or more concentrated tests and quizzes. Prospective students are advised that the exams are very detail-oriented and that the lecture notes and slides will prove helpful.

**AS.030.356.01-02****Advanced Inorganic Lab****Eric Hill**

Overall quality of the class: 4.01

**Summary:**

The best aspects of this course included the experiments students completed and a very manageable workload. Some students felt that some of the labs were overly time-consuming and that at times the lectures weren't closely enough connected to the labs. Suggestions for improvement included more lectures focused on what students would be doing in the corresponding lab and adjusting some of the labs so they are less time-consuming. Prospective students are advised that having a background in inorganic chemistry is helpful.

**AS.030.403.01****Optoelectronic Materials and Devices: Synthesis, Spectroscopy, and Applications****Thomas Kempa**

Overall quality of the class: 4.18

**Summary:**

The best aspects of this course included the interesting material taught by an approachable instructor, engaging lectures, and the intellectual challenge of the subject matter. Some students felt that the course covered too many different topics and there were unclear expectations for the final project. Suggestions for improvement included spending less time on chemical synthesis and providing more guidance on how to prepare for the exam. Prospective students are advised that a solid background in both physics and physical chemistry is helpful.

**AS.030.404.01****Electrochemical Systems for Energy Conversion and Storage****Van Thoi**

Overall quality of the class: 3.94

**Summary:**

The best aspects of this course included the breadth of useful topics covered, the well-organized lectures, and the knowledgeable instructor. Some students felt that some of the course material, including the equations, were covered too briefly, and that there could have been more time spent connecting the different topics covered. Suggestions for improvement included slowing the pace of the course and spending more time on the fundamentals and derivations of the equations. Prospective students are advised that reading the books and research papers is necessary to succeed in the class.

**AS.030.449.01**  
**Chemistry of Inorganic Compounds**  
**Kenneth Karlin**

Overall quality of the class: 3.63

This class had 5 or fewer comments.

**AS.030.453.01**  
**Intermediate Quantum Chemistry**  
**Lan Cheng**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**AS.030.610.01**  
**Chemical Kinetics**  
**Kit Bowen**

Overall quality of the class: 3.50

This class had 5 or fewer comments.

**AS.030.613.01**  
**Chemistry-Biology Interface Program Forum I**  
**Steven Rokita**

Overall quality of the class: 4.64

This class had 5 or fewer comments.

**AS.030.619.01**  
**Chemical Biology I**  
**Steven Rokita**

Overall quality of the class: 4.56

Summary:

The best aspects of this course included the wide range of topics covered by a variety of different lecturers and the intellectually challenging material. Some students felt that the homework material and the grading rubric were unclear. Suggestions for improvement included providing problem sets that better reflect what was covered in the lectures and creating a clearer grading rubric. Prospective students are advised that while no background knowledge is required reviewing organic chemistry will prove helpful.

**AS.030.621.01**  
**Literature-Organic Chemistry**  
**Lan Cheng**

Overall quality of the class: 4.04

This class had 5 or fewer comments.

**AS.030.623.01**  
**Molecular Synthetic Biology**  
**Stephan Fried**

Overall quality of the class: 4.72

Summary:

The best aspects of this course included the clear and well-organized lectures, the practical course content, and the breadth of material covered. Some students felt that the homework assignments were too long and difficult and at times had unclear directions. Suggestions for improvement included providing more instruction on PyMol and the other tools students are required to use and uploading the lectures to Blackboard before class. Students also suggested providing more supplementary materials. Prospective students are advised that they should have a solid background in molecular biology and that the class is very useful for students who are planning to do lab work.



**AS.030.625.01****Advanced Mechanistic Organic Chemistry I****John Tovar**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included the useful and intellectually stimulating problem sets, interesting literature reviews, and comprehensive lectures that were effective at presenting the complex material. Some students felt that the course was sometimes hard to follow and moved too fast. Suggestions for improvement included slowing down the course by making better use of the chalkboard during lectures and providing more organization by implementing Blackboard. Prospective students are advised that the course is very challenging and that they will need to spend a considerable amount of time reading the textbooks outside of class.

**AS.030.677.01****Advanced Organic Synthesis I****Thomas Lectka**

Overall quality of the class: 4.29

**Summary:**

The best aspects of this course included the engaging lectures, the interesting concepts that were introduced, and literature reviews that showed the potential applications of the subject matter. Some students felt that the final grade relied too heavily on too few grades and that the class sometimes relied too much on independent study. Suggestions for improvement included providing homework assignments and a more organized structure and syllabus. Prospective students are advised that they should have a strong background in organic chemistry before enrolling and that the course requires a lot of independent study outside of class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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  
The Roman Empire  
Matthew Roller**

Overall quality of the class: 4.53

Summary:

The best aspects of the course included the expansive and interesting subject matter taught by a professor who is engaging and passionate about the material. Some students felt that the amount of reading was quite heavy while others would have liked more feedback on their assignments. Possible areas of improvement included more emphasis on assignments and exams rather than class presentations, elimination of clicker questions, and a clearer syllabus offering more guidance on assignments. Prospective students should expect a great deal of reading and should stay abreast of those readings as one could fall behind.

**AS.040.107.01  
Elementary Latin  
Ryan Warwick**

Overall quality of the class: 4.31

Summary:

The best aspects of the course included the highly interactive lectures, the relaxed yet challenging atmosphere, and the professor’s ability to take what could be a dry subject and make it engaging. Some students felt that the classes move too quickly, attempting to cover too much material. Others thought that the weekly quizzes were quite long. Suggestions for

improvement included going over material at a slower pace and providing more in-class reading and vocabulary work. Given the fast pace of the course, prospective students would benefit from some knowledge of Latin and should be prepared to do a great deal of studying and memorizing outside of class.

**AS.040.121.01**

**Ancient Greek Mythology: Art, Narratives, and Modern Mythmaking  
Dimitrios Yatromanolakis**

Overall quality of the class: 4.88

Summary:

The best aspects of the course included the passion, enthusiasm, and caring nature of the professor and his ability to engage the students in the material by relating it to their personal fields of study. Some students felt that the amount of reading was heavy and many students were not happy with the inadequate classroom and equipment. Suggestions for improvement included a different classroom, less time spent on presentations, reduced reading workload, and a more structured syllabus. Prospective students should be prepared to attend classes regularly and participate as it accounts for a large portion of the grade.

**AS.040.145.01**

**Story and Argument from Homer to Petrarch  
Christopher Cannon**

Overall quality of the class: 4.54

Summary:

The best aspects of the course included the lively and engaging discussions and a knowledgeable and passionate professor. Some students felt that the limited amount of graded assignments gave them little indication of how they were doing while others felt that the readings could be quite long. Suggestions for improvement included offering the first graded assignment earlier in the semester and reducing the number of readings. Prospective students could benefit from some knowledge of literary theory and should be prepared to do a great deal of reading.

**AS.040.205.01**  
**Intermediate Ancient Greek**  
**Dimitrios Yatromanolakis**

Overall quality of the class: 5.00

Summary:

The engaging and helpful professor coupled with the intimate class size created a great environment for discussion. The professor was particularly adept at bringing historical and literary context to the material. Some students felt that they received insufficient feedback on exams and others did not like the inconsistent pace of the lectures. Suggestions for improvement included more emphasis on grammar and vocabulary, more consistent pacing throughout the semester, and more presentations. Prospective students should have a sound knowledge of Greek.

**AS.040.207.01**  
**Intermediate Latin**  
**Adam Tabeling**

Overall quality of the class: 4.20

Summary:

The best aspects of the course included translating primary sources, the small group discussions, and the professor's ability to bring the material into context by referencing Greek and Roman history. Some students felt that the workload was quite heavy while others thought that the inconsistent pacing of assignments led to inconsistent timing of quizzes and exams. Suggestions for improvement included more time for translating, fewer quizzes, a more structure syllabus, and more emphasis on grammar. Prospective students should have a solid understanding of Latin and be prepared to translate several lines each session.

**AS.040.218.01**  
**Celebration and Performance in Early Greece**  
**Emily Anderson**

Overall quality of the class: 4.88

Summary:

The best aspects of the course included the engaging discussions and the interesting material. Some students thought the once-a-week schedule made the classes feel disconnected and others did not like the amount of reading involved. The suggestion for improvement was having two sessions per week. Prospective students are encouraged to keep up with the assigned reading.

**AS.040.241.01****The Greeks and Their Emotions****Michele Asuni**

Overall quality of the class: 4.67

**Summary:**

The best aspects of the course included the interesting material, the engaging discussions, and the professor's willingness to provide feedback and answer any questions. Some students felt that the discussions were unclear while others felt that the professor provided minimal feedback on assignments and that feedback was not received in a timely manner. Suggestions for improvement included a more structured syllabus, more timely feedback on assignments, and more focused class discussions. Prospective students should have an interest in ancient Greek literature/society and have a curiosity about human emotions.

**AS.040.305.01****Advanced Ancient Greek****Dimitrios Yatromanolakis**

Overall quality of the class: 4.20

**Summary:**

The best aspects of the course included an engaging professor and the cultural context brought to the assigned texts. Some students felt that the course moved slowly at first and then felt rushed at the end. Prospective students should review grammar, syntax, and vocabulary before starting this course.

**AS.040.307.01****Advanced Latin Prose****Michael Butler**

Overall quality of the class: 4.57

**Summary:**

The best aspects of the course included the interesting texts, the interactive class discussions, and the professor's contributions beyond the readings. Some students felt uncertain about what would be covered from class to class and others thought the pace was too fast. Only having one grade – the final exam – was also seen as creating too much pressure. Suggestions for improvement included creating more grades through quizzes and grading participation, having a lighter workload with a slower pace, and offering more intense grammar review. Prospective students should have a strong Latin background and be prepared to study Latin outside of the classroom.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.050.102.01  
Language and Mind  
Colin Wilson**

Overall quality of the class: 3.60

**Summary:**

The best aspects of the course included interesting lectures from an enthusiastic and learned professor and engaging class discussions in spite of the large class size. Many students were disappointed in the confusing and sometimes contradictory feedback from the TAs as well as their inability to get assignments graded in a timely manner. Also, some felt the lectures did not have much to do with the readings. Suggestions for improvement included getting the professor and the TA’s on the same page, returning graded homework assignments in a timely manner, and more of a focus on linguistic problems. While no prior experience in linguistics is necessary, prospective students are encouraged to read the textbook thoroughly and be prepared for some discrepancies between the professor and the TA’s.

**AS.050.202.01  
Introduction to Computational Cognitive Science  
Tal Linzen**

Overall quality of the class: 4.04

**Summary:**

The best aspects of the course included the course content, the lab work, and the expertise of both the professor and the TA’s. Some students felt that the lectures were confusing and did

not link topics in a logical manner. Also, some felt a lack a feedback on written assignments and there was no discussion of readings. Suggestions for improvement included posting slides after each class, more interactive lectures, and more explicit connections between topics. Prospective students should have knowledge of Python and Cognitive Science topics and be prepared for a great deal of reading and mathematics.

**AS.050.317.01**

**Semantics I**

**Kyle Rawlins**

Overall quality of the class: 4.13

Summary:

The best aspects of the course included a focus on homework rather than grades and in-class exams, the helpful TAs, and the patient and knowledgeable professor. Some felt that the lectures were poorly structured and slow paced. Others were frustrated by the slow grading process and the lack of postings online. Suggestions for improvement included more structured lectures, faster pacing, and having assignments and submission links posted in a timely fashion. Prospective students should be familiar with the Lambda Notebook and some software coding would be helpful.

**AS.050.339.01**

**Cognitive Development**

**Julia Yarmolinskaya**

Overall quality of the class: 3.58

Summary:

The best aspects of the course included the interesting subject matter, the professor's conversational approach to lectures, and the fact that the lectures were recorded on Panopto for later review. In addition to the long class sessions, some students felt that the professor was simply following the lecture slides rather than engaging the class. Suggestions for improvement included two shorter sessions per week, more engaging lectures, and the use of more recent academic journals. Prospective students should keep up with the readings as they have a big impact on the exams.

**AS.050.346.01-02****Decoding the Brain: Multivariate Analysis in Cognitive Neuroscience****Yuan Tao**

Overall quality of the class: 3.75

**Summary:**

The best aspects of the course included the interesting readings, lectures, and hands-on experiments that effectively introduced students to the field of multivariate analysis. Some students felt that the professor was not always clear in lectures or in her grading system. Suggestions for improvement included two shorter sessions per week, a clear rubric for projects, and some programming homework. Prospective students would benefit from having coding experience, particularly in Python.

**AS.050.358.01****Language & Thought****Barbara Landau**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course included the interesting topics, a learned professor, and a helpful TA. Also, the length of the class allowed for a clear delineation of lectures, group activities, and presentations. Some students felt that the readings were overly long while others thought the grading was unclear. Suggestions for improvement included fewer or shorter readings, a more clear grading system for class participation and group work, and more opportunities for extra credit. Prospective students should be prepared to do several presentations and they will need to keep up with their readings.

**AS.050.375.01****Probabilistic Models of the Visual Cortex****Alan Yuille**

Overall quality of the class: 3.68

**Summary:**

The best aspects of the course included the interesting material taught by a professor who is an expert in his field and the functionality of the Notebooks. Some students felt that the lectures were rushed and hard to follow while others thought the prerequisites were not sufficient for the level of complexity of the course. Areas of improvement included a slower pace for the lectures, prerequisites that better match the course, and more homework assignments that



could be reviewed in class. Prospective students should have a strong knowledge of signal processing, probability, and Bayesian theory. They should also read the textbook thoroughly and ask the TA questions when having difficulties.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
COMPARATIVE THOUGHT & LITERATURE 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.300.219.01**

**Freshman Seminar: Babblers, Mumbler & Howlers: Languages of Modernist Fiction: Freshman Seminar  
Benjamin Stein**

Overall quality of the class: 5.00

Summary:

The open and thought-provoking discussions led by an engaging professor was the best aspect of the course. Some students felt that the reading assignments were dense. Suggestions for improvement included having fewer readings that were discussed more in depth. Prospective students should be prepared to do a great deal of reading.

**AS.300.311.01**

**Introduction to Intellectual History  
Paola Marrati, Hale Sirin**

Overall quality of the class: 4.50

Summary:

The best aspects of the course included the wide range of interesting topics covered, the alternating structure of the classes between lectures and discussions, and the professor’s willingness to allow a free exchange of ideas. Some students were not please with some of the tangential discussions while others thought the readings were lengthy and dense. Suggestions for improvement included keeping the discussions more focused by relating them directly to the readings or have students submit questions in advance. Prospective students should be

prepared to keep abreast of the heavy reading workload as much of the course is based on class discussions.

**AS.300.312.01**

**Imagining Revolution and Utopia**

**Anne Eakin Moss**

Overall quality of the class: 4.80

Summary:

The best aspects of the course included the small class size, the interesting subject matter, and the professor's engaging approach that encouraged personal discovery. Some students felt that there were too many reading assignments and the once-a-week format made for long classes. Suggestions for improvement included a two-session-per-week format, fewer reading assignments, and more lead time for assignments. Prospective students should be prepared to do a good deal of reading with challenging material.

**AS.300.319.01**

**The Modernist Novel: Mann, Woolf, and Joyce**

**Yi-Ping Ong**

Overall quality of the class: 4.56

Summary:

The best aspects of the course included the interesting novels, the professor's informative and engaging lectures, and the availability of the professor and TA for assistance. Some students felt that there was not enough class discussions and those discussions were hampered by the students' unwillingness to participate. Others thought the reading assignments were not evenly distributed throughout the course and there was limited guidance on the final paper. Suggestions for improvement included quizzes or other assignments that would gauge the student's knowledge of the material, more structured class discussions, and less group work. Prospective students must go into the course understanding that the novels covered are long and complex, requiring the student to commit to keeping up with the reading assignments.

**AS.300.337.01**  
**The Tragic Tradition**  
**Leonardo Lisi**

Overall quality of the class: 4.71

Summary:

The best aspects of the course included engaging class discussions led by a passionate and knowledgeable professor and the interesting reading material. Some students felt that the length of each class was too short to adequately discuss the material. Others felt that the short sessions may have contributed to the professor speaking too quickly and not leaving enough time for questions. Suggestions for improvement included lengthening the sessions to one hour and fifteen minutes, studying fewer plays so they could be covered in greater depth, and having another writing assignment early on so students could gauge their understanding of the material. Some experience with dramatic works would be helpful to prospective students. They should also be prepared to keep up with the readings and defend their opinions in class.

**AS.300.339.01**  
**Introduction to Comparative Literature**  
**Leonardo Lisi**

Overall quality of the class: 4.25

Summary:

The best aspects of the course included the carefully selected reading material, the knowledgeable and well-spoken professor, and the engaging discussions that challenged students to think critically. Some students felt that the readings could be quite complex while others did not like when the course strayed from the syllabus. Suggestions for improvement included staggering the reading assignments so that they became more complex as the course progressed and some variation in class structure. Prospective students should have some background in literary analysis and be prepared to read the assignments critically so that you can discuss them effectively in class.

**AS.300.399.01**  
**Cinema and Philosophy**  
**Paola Marrati, Michael McCreary**

Overall quality of the class: 4.21

Summary:

The best aspects of the course included the interesting readings, thought-provoking films, and the engaging discussions. Some students felt that the discussions lacked depth and were driven

by a handful of students while others thought the readings were lengthy and the grading unclear. Suggestions for improvement included more accessible films since paying for films could be expensive, a clearer rubric for essays, and encouraging more participation in class discussions. Prospective students should be prepared to do a great deal of reading and writing outside the classroom and pay for some of the films reviewed.

**AS.300.437.01**

**Literature and Philosophy of the Everyday**

**Yi-Ping Ong**

Overall quality of the class: 4.80

Summary:

The best aspects of the course included a passionate and thought-provoking professor who skillfully moderated the discussions. The classes were evenly divided between lectures and discussions and the reading assignments were all relevant to the classes. Some students felt the reading load was quite heavy and were not always discussed in a broader literary or historical context. Suggestions for improvement included more emphasis on theory, a slightly slower pace to the sessions, and fewer reading assignments so they could be discussed in depth. Prospective students should be prepared to read up to 300 pages of text per week for the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
EARTH & 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.270.103.01**

**Introduction to Global Environmental Change**

**Katalin Szlavecz, Darryn Waugh**

Overall quality of the class: 3.20

**Summary:**

The best aspects of this course included the comprehensive online textbook and the wide range of material that was covered, which helped provide a useful and interesting overview of crucial subject matter. Some students felt that the lectures and lecture slides were repetitive and that the quizzes weighed too heavily on their final grades. A few students also felt that the multiple-choice sections of the exams were confusing and relied too heavily on memorization. Suggestions for improvement included making the class more interactive by providing more group- or project-based learning and allowing for more discussion during lectures. Students also suggested reworking the tests or providing a clearer idea of what information would be covered on them. Prospective students are advised that while the course requires no background in environmental science, they will need to spend time outside of class preparing for the exams, which can prove challenging.

**AS.270.111.01****Freshman Seminar: The Story of Earth****Dimitri Sverjensky**

Overall quality of the class: 4.62

**Summary:**

The best aspects of this course included the interesting and approachable text, *The Story of Earth*, that the course was structured around. Students also found the class discussions very engaging and enjoyed the open-ended nature of the writing prompts. Some students felt that the feedback on their writing assignments could have been more in-depth and that more direction could have been provided regarding the final project. Suggestions for improvement included incorporating more field trips into the class and allowing more time for the class discussions. Prospective students are assured that the course is very well structured, being based around weekly readings and their response papers, and that no background in geology is required.

**AS.270.125.01****People and the Earth: The Science Behind Our Interactions****Rebecca Kelly**

Overall quality of the class: 4.71

**Summary:**

The best aspects of this course included the interactive and group-based activities that enhanced students' understanding of the material through hands-on experiences. Students also appreciated the interesting subject matter and the well-curated supplementary materials that were provided. Some students felt that there were too many writing assignments for a course that wasn't advertised as being writing-intensive, and that the workload was at times overwhelming. Suggestions for improvement included fewer writing assignments. Prospective students are advised that no background knowledge is required and that the course offers a great opportunity to learn about a wide variety of subjects relating to humanity's relationship with and impact upon the earth.

**AS.270.205.01****Introduction to Geographic Information Systems and Geospatial Analysis****Xin Chen**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included the independent nature of the assignments, which allowed students to design their own projects based on subjects of interest to them, and the straight-forward structure of the course. Students also appreciated the opportunity to learn the ArcGIS software in a hands-on manner. Some students felt that lectures were sometimes hard to keep up with, which could make them confusing. A few students also felt that the office hours scheduled weren't convenient for them. Suggestions for improvement included spending less time in lecture and more working with the program in class so that they could ask questions, and having longer office hours, especially when assignment due dates were approaching. Prospective students are advised that the course involves a lot of independent learning and that depending upon their computer's compatibility with the software they may need to spend a considerable amount of time in the computer lab.

**AS.270.220.01****The Dynamic Earth: An Introduction to Geology****Emmy Smith, Daniel Viete**

Overall quality of the class: 4.61

**Summary:**

The best aspects of this course included knowledgeable instructors who were passionate about the subject matter they were teaching, and the homework assignments, which students felt were fair and helped them understand the material. Some students felt that the PowerPoint slides that accompanied the lectures were disorganized and contained too much information and that the pop quiz weighed too heavily upon their quiz grade. Suggestions for improvement included creating more succinct PowerPoint slides and providing more review materials. Students also suggested moving the lecture on geologic time to the beginning of the course. Prospective students are advised that some chemistry knowledge is helpful but not necessary and that they should take the lab course concurrently as it will help to deepen their understanding of the material.



**AS.270.221.01****The Dynamic Earth Laboratory****Emmy Smith, Daniel Viete**

Overall quality of the class: 4.60

**Summary:**

The best aspects of this course included the final project, which students said was intellectually challenging and creatively designed, and the opportunity to gain a greater understanding of the lecture material through hands-on experience. Students also enjoyed the field trip, which allowed them to become more familiar with the local geology. Some students felt that the labs could have been better aligned with the material they had already covered in the lectures. Suggestions for improvement included providing more background information before the labs or reorganizing the labs to better reflect what they are discussing in the lecture course. Prospective students are advised that a large time commitment is required to successfully complete some of the labs and that there is very little assumed background knowledge required.

**AS.270.305.01****Energy Resources in the Modern World****Jerry Burgess**

Overall quality of the class: 4.73

**Summary:**

The best aspects of this course included an engaging instructor whose lectures were interesting and interactive, the field trips, and the focus on presentations and hands-on activities. Some students felt that not being provided online lecture slides placed too much pressure on taking notes during the lectures and that the pace of the class led to some topics not being covered. Suggestions for improvement included posting the lecture slides on Blackboard and keeping up with the syllabus or allotting more lecture time to ensure all of the topics are covered in full. Prospective students are advised that they will need to attend every lecture and be prepared to take careful notes.

**AS.270.318.01****Remote Sensing of the Environment****Kevin Lewis, Benjamin Zaitchik**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**AS.270.335.01****Planets, Life and the Universe****Jocelyne Diruggiero**

Overall quality of the class: 3.92

**Summary:**

The best aspects of this course included the interdisciplinary nature in which the material was presented, the breadth of material covered, and interesting guest lectures by active researchers in the field. Some students felt that the first exam was graded too harshly and that the lectures and accompanying slides were sometimes hard to understand. A few students also felt that there was a lack of connection and continuity between the lectures. Suggestions for improvement included providing more material to help prepare them for exams, such as practice exams, and reviewing their past exams or homework assignments. Prospective students are advised that they should be prepared to take extensive notes during class and that they will ultimately get out of the class what they were willing to put into it.

**AS.270.336.01****Freshwater Systems****Rebecca Kelly**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included the variety of teaching methods and assignment types employed, the group project, and interesting material that students felt had practical applications. Some students felt that the exams covered too much material and that they relied too heavily on memorization. A few students also felt that some of the readings were overly dense and that the lecture slides contained too much information. Suggestions for improvement included breaking up the course content, such as the exams and lecture slides, into more manageable segments and including more hands-on activities. Prospective students are advised that the class covers a lot of material but that the workload is manageable.

**AS.270.379.01**

**Atmospheric Science**

**Darryn Waugh, Benjamin Zaitchik**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

**AS.271.302.01**

**Exploring Nature**

**Alexios Monopolis**

Overall quality of the class: 4.23

Summary:

The best aspects of this course included the opportunity to take off-campus day trips into the green spaces of the city and out-lying areas, interesting group discussions, and open-ended assignments that allowed them to be creative. Some students felt that the reading assignments were at times overly time consuming and that there wasn't enough feedback on their weekly journals. Suggestions for improvement included providing more guidance on assignments and weekly off-campus outings. Prospective students are advised that they should be prepared to commit time on the weekends to the class and that it's a good opportunity to get a writing-intensive credit.

**AS.270.328.01**

**Planetary Exploration: Techniques and Data Analysis**

**Xinting Yu**

Overall Quality of the Class: 5.00

Summary:

The best aspects of this course included an organized and thoughtful instructor, a fun and well thought out final project and interesting material in a condense but easy to follow course. The course is math intensive particularly in the beginning. Prospective students should have a background in classical mathematics and physics. A background in Geology, Planetary Atmospheres, or Planetary Interiors is not required.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
EAST ASIAN 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.310.106.01  
Introduction to Korean History and Culture  
Nuri Kim**

Overall quality of the class: 4.71

**Summary:**

The best aspects of the course included the lively and engaging discussions and the interesting lectures from a passionate and humorous professor. Some students felt that there was a large amount of reading while others felt the grading was unclear or harsh. Areas of improvement included focusing more on modern Korea, more readings written by Koreans, discussions focused more on the readings, and guidance regarding writing assignments. Prospective students should stay abreast of their readings and be prepared to actively participate in class discussions.

**AS.310.201.01  
Freshman Seminar: Korean History through Film and Literature  
Nuri Kim**

Overall quality of the class: 4.13

**Summary:**

Exploring Korean culture through film rather than textbooks was the main highlight of the course. Students also liked the casual manner of the discussions and the focus on understanding concepts rather than rote learning. Given the heavy emphasis on class discussion, some students felt that they learned little about Korean history. Others felt that

reading and watching films was time consuming and sometimes they had to pay for films. Suggestions for improvement included more structured discussions, more lectures, presenting the material in chronological order, and more accessible films. Prospective students should be prepared to have a weekly reading, movie, and response paper due.

**AS.310.301.01**

**Documentary Photography in a Changing China**

**Gaochao He**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the class included the professor's knowledge and passion for the subject matter, the emphasis on in-class learning rather than reading assignments, and the guest lecture by photographer Lu Guang. Some students felt that the class sessions were too long, the discussions did not relate to the readings, and the projection equipment was not ideal.

Suggestions for improvement included more interactive assignments, clearer grading scale, and better facilities for viewing photographs. Prospective students do not need a background in Chinese history, but should keep up with readings and participate in class discussions.

**AS.310.302.01**

**Human Rights in China and U.S. Policy: Advocacy Opportunities and Challenges**

**Andrea Worden**

Overall quality of the class: 4.86

**Summary:**

The lively and varied lectures presented by the knowledgeable and passionate professor was the best aspect of this course. Students enjoyed the lawyers and activists who visited class and found a new interest in human rights activism. Some students felt that the free-wheeling presentations and ever-evolving syllabus made it difficult to keep up in discussions. Areas of improvement included more guidance on the mid-term assignment, more formal lectures, and a more rigid syllabus. Prospective students should be prepared for a great deal of reading, keep abreast of current events in China, and should not be afraid to ask questions as the laws in China are complicated.

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

Overall quality of the class: 4.62

**Summary:**

The professor's vast knowledge in the field of security and his numerous anecdotes were the best aspects of the course. Students also liked the flexibility in the course to pursue their individual interests within the topic. Some students felt that the class was too lecture oriented with little class discussion while others wanted more feedback on assignments. Also, the long once-a-week session was a concern. Suggestions for improvement included two shorter sessions per week, better guidance on writing assignments, and a smaller class size. Prospective students should have an interest in foreign policy and international security and keep up to date on current events.

**AS.310.402.01****Labor Politics in China****Joel Andreas, Gaochao He**

Overall quality of the class: 4.63

**Summary:**

The best aspects of the course included the active class discussions with two different professors, the guest speakers, and the mix of undergrads, grad students, and doctoral students. Some students felt that the course was reading intensive and having two professors with different lecture styles made the lectures awkward. Having a more structured lecture format was a suggestion for improvement. Prospective students should expect a good deal of reading with technical details and be prepared to have a mixed class of undergrads, grad students, and doctoral students.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.180.101.01-09; 13; .15; .17; .21-.24**  
**Elements of Macroeconomics**  
**Robert Barbera**

Overall quality of the class: 3.19

Summary:

The best aspects of this course were the professor’s ability to relate the subject matter to what is happening in the real world, and the teaching assistants, who provide valuable help in explaining confusing concepts. Some students felt the questions on exams do not align with the lectures. Also, the lectures can be hard to follow because the professor skims over the material too quickly and the information in the lectures often has no connection to the readings. Suggested improvements included giving more time to complete homework (assignments are given on Friday and are due Monday), slowing down the lectures so students can better grasp the material, and having exams reflect the material covered in lectures. Prospective students should know a background in economics is not required, but may be helpful, and should stay current on readings. Students may have to teach themselves some concepts that will appear on exams, but will not be covered in class.

**AS.180.217.01**  
**Game Theory in Social Sciences**  
**Ying Chen**

Overall quality of the class: 3.79

Summary:

The best aspects of this course are the subject – game theory – and the professor, who knows the material well. Some students felt the material on the homework assignments and exams was more difficult than the material discussed in lectures. A suggestion for improvement was to provide more guidance on difficult concepts that would help in completing homework assignments. Prospective students should be prepared to deal with challenging material, with an emphasis on math and logical problem solving. Students can also benefit by taking advantage of the teaching assistant review sessions.

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

Overall quality of the class: 3.71

Summary:

The best aspects of the course were the various topics that were covered and the professor's personal experience with the subject. Some students felt the professor's lectures sometimes veered off topic as he recounted personal experiences, and were hard to follow. Suggested improvements included more focused lectures and a shorter block of time for class. Prospective students should be prepared to do a lot of writing, though the professor will work with students on drafts if they ask for help.

**AS.180.238.01**  
**Rethinking Economics After the Great Recession**  
**Floyd Norris**

Overall quality of the class: 4.0

Summary:

The best aspects of this course were the professor's knowledge of the subject and the fact that the course dealt with a slice of recent economic history. Some students felt the lectures and PowerPoint presentations in the early weeks of the course were lackluster, but that classes included more discussion later on. A suggested improvement was to make classes more interactive with more presentations and discussion. Prospective students can expect to reach a greater understanding of the financial system and monetary and fiscal policy.



**AS.180.241.01****International Trade****Somasree Dasgupta**

Overall quality of the class: 4.35

**Summary:**

The best aspects of this course are the professor, who is invested in the success of her students (even learning each student's name in a class of 56) and tries to ensure they understand the material. Current events are integrated into discussions, making the course content that much more relevant. Some students felt lectures were too closely tied to the textbook and sometimes moved too quickly. Students also said mistakes on assignments were not adequately explained. Suggested improvements were to engage students in discussions rather than lecture from the textbook, provide more practice problems, and offer more feedback on assignments. Prospective students should have a basic understanding of macro and microeconomics and economic theories as they relate to international relations.

**AS.180.242.01****International Monetary Economics****Somasree Dasgupta**

Overall quality of the class: 4.25

**Summary:**

The best aspects of this course were the professor, who is supportive, approachable, passionate about the subject material and able to explain complicated concepts clearly. Lectures establish a link between the material and real-world events. Some students felt the lectures moved too quickly and that more exam review materials could have been provided. Suggested improvements included slowing the pace of the lectures and encouraging more class participation. Prospective students should know elements of macroeconomics, attend lectures and keep up with readings.

**AS.180.248.01**  
**Financial Writing and Analysis**  
**Floyd Norris**

Overall quality of the class: 4.00

Summary:

The best aspects of this course were the small class size, the creative freedom given to students, and the professor's experiences as a financial columnist for The New York Times. Some students felt the course needed more structure, the grading system was unclear and assignments were vague. A suggested improvement was to bring more structure to the syllabus to help students better understand assignments. Also, provide more feedback on completed assignments. Prospective students should enjoy writing. Some background in macroeconomics may be helpful.

**AS.180.252.01**  
**Economics of Discrimination**  
**Barbara Morgan**

Overall quality of the class: 4.20

Summary:

The best aspects of this course were the mix of lectures, interesting readings, student presentations and classroom discussions. The professor encourages students to form their own opinions. Some students said there wasn't enough feedback on written assignments and grading standards were ambiguous. Suggested improvements were to provide more feedback on written responses to readings and greater clarity regarding the grading system. Lectures could also be more interactive. Prospective students should have a basic knowledge of economics (micro and macro), enjoy writing and be prepared to do a lot of reading.

**AS.180.261.01, 02**  
**Monetary Analysis**  
**Ludmila Poliakova**

Overall quality of the class: 3.78

Summary:

The best aspects of this course were that it provides a good overview of the monetary structure of the economy; homework links directly to the lectures, which makes it easier to understand the subject matter; slides are available after each lecture, which aids in the review process; and the topics covered can be applied in the real world. Some students felt lectures could be uninspiring. Suggested improvements were more engaging and interactive lectures with better

slides. Prospective students should be prepared to attend lectures because not all the relevant material is contained on uploaded slides. The course is relevant to many real-world topics, including the recent financial crisis.

**AS.180.266.01**

**Financial Markets and Institutions**

**Jonathan Wright**

Overall quality of the class: 4.07

Summary:

The best aspect of this course is that it covers a broad range of topics related to financial instruments and markets and ties the discussion to everyday issues. Some students felt the course required too much memorization, not enough learning, and that the format ought to include more discussion rather than straight lecturing. Suggested improvements include more discussion to help understand complex concepts and more questions on exams that require problem-solving rather than memorization. Prospective students should know this is a course that provides a good introduction to financial systems. Grades reflect the amount of work you put into the course.

**AS.180.280.01, 02**

**The History and Future of the Hedge Fund Industry**

**Kevin Heerd**

Overall quality of the class: 4.83

Summary:

The best aspect of this course was that the professor used his years of experience in the hedge-fund industry to provide insight and context to the material. Some students said the professor wasn't always clear about what he expected on the assignments. A suggested improvement was to present less material, and to examine the material that is presented in greater depth. Prospective students should be prepared to do a lot of reading and have some understanding of financial markets.

**AS.180.289.01**  
**Economics of Health**  
**David Bishal**

Overall quality of the class: 3.96

Summary:

The best aspect of this course was that it touched on a number of important topics in healthcare today, such as the Affordable Care Act, Medicare and Medicaid without being partisan or political. Also, readings cite research showing how complex health economics can be. Some students said that having one long class a week made it hard to focus on lectures, especially since the material can be challenging. They suggested breaking it down into two or three classes per week. Another suggested improvement was making lectures more interactive and allowing for more discussion. Prospective students would benefit from a background in microeconomics. They should also know that the final exam is 50 percent of the grade.

**AS.180.301.01-04**  
**Microeconomic Theory**  
**Muhammad Husain**

Overall quality of the class: 4.21

Summary:

The best aspects of this course were the professor's knowledge or and enthusiasm for the material and his ability to make the material relevant to real-life issues. Students said the professor can seem unorganized at times and that practice questions and exam questions are often quite different. Quality of teaching assistants is also uneven. A suggested improvement was that the professor should try to explain concepts better, perhaps by covering less material. Students could also be given more time to study certain material more thoroughly. Prospective students should have some knowledge of microeconomics and be prepared for pop quizzes. Background in calculus could also be helpful.

**AS.180.310.01**  
**Economics of Antitrust**  
**Bruce Hamilton**

Overall quality of the class: 4.58

Summary:

The best aspects of this course were the classroom discussions and debates, the case studies, being able to apply economic policies to real-life situations, and the professor's personal experiences in the field. Some students said they found the legal terms confusing at first. A

suggested improvement was that the professor give more guidance on papers. Prospective students should have some background in microeconomics, perhaps macroeconomics as well, and stay current on readings.

**AS.180.314.01**

**Mathematical Economics**

**M Ali, Khan**

Overall quality of the class: 4.22

Summary:

The best aspect of this course is that it challenges students and forces them to think about economics in a different way. Students said lectures could be hard to follow. A suggested improvement was more assignments to help students grasp the material. Prospective students should have a mathematics or mathematical analysis background.

**AS.180.334.01, 02**

**Econometrics**

**Muhammad Husain**

Overall quality of the class: 3.76

Summary:

The best aspects of this class were the professor's enthusiasm and his concern for his students, as shown in his willingness to take questions and provide support to ensure that everyone understands the material. Some students said the lectures were hard to follow and that the professor often was sidetracked by questions from the class. Students also said they experienced problems with data that was needed for the research paper. A suggested improvement was that lectures be more structured, Prospective students should have a solid background in statistics.

**AS.180.363.01**

**Sex, Drugs and Dynamic Optimization: The Economics of Risky Behavior**

**Nick Papageorge**

Overall quality of the class: 5.0

Summary:

The best aspects of this course were the professor's ability to engage the class in meaningful discussions, and the interesting readings, touching on topics such as how to analyze an economic research paper and applications of econometrics. Students said the readings could be

challenging, feedback is sometimes slow in coming. No significant improvements were suggested. Prospective students should be prepared to read a lot and have a good understanding of econometrics.

**AS.180.367.01**

**Investment-Portfolio Management**

**Jonathan Wright**

Overall quality of the class: 4.0

Summary:

The best aspects of this course were the lectures, the professor's choice of practical topics such as investment portfolio skills and options strategies, exposure to the Bloomberg terminal and Excel, and practice problems that are useful for applying concepts taught in class. Some students felt the course moved too fast and there wasn't enough time to delve into certain concepts. Suggested improvements were to spend more time teaching how to use the Bloomberg terminal and slow down the class to allow students to absorb the material and focus on specific topics. Prospective students should have a background in finance and be prepared to study days in advance for tests; the material can be difficult.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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:

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

**AS.060.100.01**

**Introduction to Expository Writing**

**Patricia Kain**

Overall quality of the class: 4.80

Summary:

The best aspects of the course included the engaging reading assignments, focusing on the fundamentals of academic argument as well as writing skills, and the enthusiastic and helpful professor who provided great one-on-one feedback and seemed to care a great deal about the students’ success. Students appreciated that the assignments were completed in steps and feedback was provided at each step. Some students felt that the classes could be long and repetitive at times while other students found the prompts to be generic or ambiguous. Suggestions for improvement included more reading assignments and more one-on-one meetings with the professor. As the course title implies, prospective students should be prepared to do a great deal of writing. They should also take the reading quizzes seriously as they are a significant portion of your grade.

**AS.060.100.02**

**Introduction to Expository Writing**

**William Evans**

Overall quality of the class: 4.78

Summary:

The best aspects of the course included the small class size that afforded more individual attention, the opportunity to choose which reading assignment one wishes to write about, and the knowledgeable and helpful professor who provides useful feedback. Students appreciated the individual tutorial time the professor provided after each assignment. Some students felt that the class structure was a bit repetitive while other students thought that some of the essay assignments were not very challenging. Suggestions for improvement included more interesting reading assignments, more tutorials, and focusing less time on writing summary in favor of time spent on writing better paragraphs and structuring an argument. This course is well suited to students who wish to improve their writing skills and learn how to construct solid academic arguments.

**AS.060.100.03-04**

**Introduction to Expository Writing**

**Anne-Elizabeth Brodsky**

Overall quality of the class: 4.11

Summary:

The best aspects of the course included the helpful one-on-one conferences with the professor who offered useful feedback, the variety of activities and writing exercises, and the clear syllabus that established expectations and due dates for assignments. Some students felt that certain readings and assignments were not germane to the two main essays while other students would have liked an additional conference with the professor before the final paper. Suggestions for improvement included having additional one-on-one conferences, choosing source material that is more relevant to the essays, smaller writing prompts to focus on specific aspects of writing, and presenting examples of bad and mediocre writing so students become aware of what to avoid. Prospective students should be prepared to do a great deal of writing and take advantage of the writing center before turning in assignments.

**AS.060.100.05-06**

**Introduction to Expository Writing**

**Marie O'Connor**

Overall quality of the class: 4.40

Summary:

The best aspects of the course included the interesting assignments that were evenly spaced throughout the course, the variety of subjects chosen for the writing assignments, and the helpful feedback from the professor and fellow students. Each student had a conference with the professor before writing the final draft and a workshop with peers after the paper was submitted. Some students felt that the writing topics were not engaging and other students thought that the time devoted to revisions was too short. Suggestions for improvement



included providing more one-on-one conference time with the professor, better time management regarding the class discussions, and offering more engaging reading assignments. This course is well suited to prospective students who wish to enhance their expository writing skills.

**AS.060.107.01**

**Introduction to Literary Study**

**Jared Hickman**

Overall quality of the class: 4.46

Summary:

The best aspects of the course included the engaging professor who encouraged critical thinking, learning how to research literary criticisms using the library database, and the constructive class discussions that were moderated by the professor in a focused and intellectually challenging way. Some students felt that many of the reading selections were uninteresting and some were not discussed in class. Other students thought that the feedback on essays came too late so it could not be applied to the next assignment. Suggestions for improvement included having fewer readings that are discussed in greater depth, providing more timely feedback, and offering the discussion questions in advance for the first few readings. Prospective students would benefit from a strong writing foundation and should be prepared to discuss the assigned readings thoroughly in class.

**AS.060.108.01**

**Time Travel**

**Jesse Rosenthal**

Overall quality of the class: 4.00

Summary:

The best aspects of the course included the interesting novels read and movies watched, the stimulating class discussions, and the professor's ability to convey why time travel is such a fertile device for story-telling. Some students thought that the amount of reading assignments could be overwhelming while other students felt that the professor was too eager to guide the class discussion toward his own viewpoint. Suggestions for improvement included eliminating some of the novels in favor of short stories to lighten the reading workload and offering more open, free-flowing discourse in class. Prospective students should have an interest in time travel and be prepared to do a great deal of reading.

**AS.060.113.01**  
**Expository Writing**  
**James Flowers**

Overall quality of the class: 4.67

Summary:

The best aspects of the course included the relevant and current topics covered in the reading and writing assignments, the interesting class discussions moderated by the engaging professor, and the professor's willingness to provide useful feedback in a timely manner. Some students felt that the pace of the course was uneven having periods where assignments are rushed through and other periods when the discussions dragged on with little participation. Suggestions for improvement included having more structured lectures or more one-on-one conference time to gain better guidance from the professor, more in-depth document analysis, and an explanation of citations. Prospective students should know that this particular section is focused on medical writing and should keep abreast of the writing assignments.

**AS.060.113.02**  
**Expository Writing**  
**Alexandra Lossada**

Overall quality of the class: 4.64

Summary:

The best aspects of the course included the clear expectations established for the writing assignments, the thought-provoking class discussions regarding a variety of sources, and the insightful feedback provided by the intelligent and relatable professor. Some students felt that the requirements for the writing assignments were restrictive while other students were challenged by the tight deadlines. Suggestions for improvement included providing more examples of good essay writing and offering more one-on-one conference time with either the professor or a TA. Prospective students should understand that this particular section is focused on illness and social stigma. They should also put serious effort into their essay writing as it counts for a major portion of the grade.

**AS.060.113.03**  
**Expository Writing**  
**Emilie Raymer**

Overall quality of the class: 4.75

Summary:

The best aspects of the course included the constructive criticism received from classmates during anonymous workshops, the opportunity to study CRISPR technology and apply that knowledge to expository essays, and the valuable feedback provided by the caring and supportive professor. Some students felt that the readings, particularly those on CRISPR and genetic editing, could be quite dense. Other students would have liked more time devoted to feedback on writing assignments. Suggestions for improvement included offering more one-on-one conferences, posting workshop materials and peer essays on Blackboard before the class discussions, and providing more straightforward sources on which to build coherent arguments for essays. Prospective students should know that this particular section is focused on genetic editing technology and should give careful consideration to the academic arguments made in the reading assignments.

**AS.060.113.04**  
**Expository Writing**  
**David Lindeman**

Overall quality of the class: 4.82

Summary:

The best aspects of the course included the interesting selection of articles assigned to the course, the valuable feedback provided by the accessible professor, and the insight provided through group discussions of the readings and peer reviews of essays. Some students found it costly and cumbersome to print source articles and essays. Other students would have preferred more freedom to structure their essays in their own way. Suggestions for improvement included devoting more time to essay workshops and allowing the option of using a stylus-based tablet to cut down on printing material. Prospective students should be aware that this particular section is focused on Philosophy. They should also place great emphasis on writing their essays as they count for a significant portion of the grade.

**AS.060.113.05; .08**  
**Expository Writing**  
**George Oppel**

Overall quality of the class: 4.57

Summary:

The best aspects of the course included the fascinating reading material, the useful one-on-one feedback from the engaging and knowledgeable professor, and the class discussions on how to write coherent arguments. Some students found that the scheduling of one-on-one conferences allowed for an inequitable amount of revision time between students. Other students thought the feedback was vague and did not always correlate with the resulting grades. Suggestions for improvement included more one-on-one conferences with the professor, a more even distribution of work assignments throughout the semester, and more opportunities to discuss the readings in class. Prospective students should understand that these sections focus on International Affairs. They should have some foundation in expository writing and be prepared to give special attention to the reading assignments.

**AS.060.113.06; .09**  
**Expository Writing**  
**Amanda Zecca**

Overall quality of the class: 4.62

Summary:

The best aspects of the course included the engaging literature and films that were reviewed, the group discussions, and the helpful one-on-one feedback from the professor who made the environment fun while also getting her points across clearly. Some students felt that the classes could be long with insufficient student participation. Other students thought that the essay topics were too narrow to allow for individual exploration of the theme. Suggestions for improvement included having three-day-per-week sessions, eliminating Henry James' Turn of the Screw from the curriculum, and allowing more student-led discussion to diversify topics and opinions. Prospective students should be able to read material quickly and stay abreast of the writing assignments. They should also take full advantage of the feedback gained in one-on-one conferences.

**AS.060.113.07**  
**Expository Writing**  
**Morris Elsmere Speller**

Overall quality of the class: 4.33

Summary:

The best aspects of the course included the one-on-one feedback on writing assignments from the knowledgeable and enthusiastic professor, the reading assignment that provided examples of good writing, and the field trip to Lexington Market. Some students felt that the assignments were unevenly spaced during the semester with much shorter deadlines in the second half for long writing assignments. Others thought that some of the readings were extraneous and the classes without peer reviews were slow. Suggestions for improvement included restructuring the course so that assignments are more evenly spaced, offering more interactive assignments to promote more class engagement, and allowing students to choose the topics for the writing meetings so students can receive feedback on the areas they might be struggling with. Prospective students should know that this particular section is focused on urban design and should be prepared to put a good deal of effort into revising their essays.

**AS.060.113.10**  
**Expository Writing**  
**Nikola Andonovski**

Overall quality of the class: 4.38

Summary:

The best aspects of the course included the one-on-one feedback on writing assignments from the engaging and passionate professor, the fascinating readings on the various perspectives on mental illness, and the class discussions which could bring further clarity to the subject. Some students felt that there was insufficient time for revisions between the conferences and the final draft. Other students were not prepared for the emphasis on philosophical readings which could be quite complex. Suggestions for improvement included extending the deadline between the first draft and the full essay, providing more background on the proper terminology to be used when discussing philosophical theories, and offering clearer guidance on the grading scale. Prospective students should be aware that this particular section focuses on a physiological and philosophical approach to mental illness. They should be prepared to keep abreast of their writing assignments.

**AS.060.113.11**  
**Expository Writing**  
**Nur Kirmizidag**

Overall quality of the class: 3.77

Summary:

The best aspects of the course included the one-on-one feedback on writing assignments from the well-qualified and passionate professor, reading philosophical texts related to justice, and the insightful and thought-provoking class discussions. Some students felt that there was insufficient time for revisions between the conferences and the final draft. Other students were not prepared for the complex philosophical readings with little opportunity to ask questions of the professor. Suggestions for improvement included shifting some of the emphasis from theoretical discussion of the material to instruction on how to write well, providing additional resources that would offer further enlightenment on the assigned readings, and more one-on-one feedback. Prospective students should be aware that this particular section focuses on philosophical theories of justice and should be prepared to understand challenging reading material.

**AS.060.113.12**  
**Expository Writing**  
**Joel Childers**

Overall quality of the class: 4.00

Summary:

The best aspects of the course included stimulating discussions in an intimate setting, the interesting reading assignments, and the professor's accessible office hours where students could receive valuable feedback. Some students felt confused as they were being asked to fulfill specific tasks to reach a completed paper only to find in grading that they had not reached the prescribed mark. Other students were not happy with the uneven pace of the course where sometimes a long time was allotted for a simple assignment while little time was allotted for a longer assignment. Suggestions for improvement included have more than one draft before the final essay, more opportunities for peer review, and other writing prompts outside of the essays to hone skills. Prospective students should be prepared to participate in class discussions and not procrastinate on the writing assignments.

**AS.060.113.13**  
**Expository Writing**  
**Nathan Daniels**

Overall quality of the class: 4.36

Summary:

The best aspects of the course included the interesting readings, constructive workshops during class, and the helpful one-on-one feedback provided by a professor who emphasized crafting an effective argument in writing. Some students felt that the assignments were unevenly spaced causing students to have very limited turnaround time on some assignments. Other students thought that some of the readings could be quite long. Suggestions for improvement included spacing the assignments more evenly so students have ample time to make revisions, reducing some of the primary sources and providing more instruction on the use of secondary sources, and offering more directional guidance. Prospective students should be aware that this particular section focuses on Medieval History and there is a great deal of reading involved.

**AS.060.113.14**  
**Expository Writing**  
**Sarah Ross**

Overall quality of the class: 4.57

Summary:

The best aspects of the course included the interesting and recognizable literature selections, the stimulating class discussions, and the tremendous amount of feedback provided by the caring professor both in conferences and in writing on the essays. Some students felt that the workload of reading and writing assignments could become overwhelming at times. Other students thought that the lectures late in the semester were unproductive and the time could have been spent on writing the final essay. Suggestions for improvement included offering more graded assignments during the course so students could have a sense of their progress and offering more transparency in the grading process. Prospective students should be prepared to do a great deal of writing and should take advantage of the conferences as it is difficult to keep track of everything said in class.

**AS.060.113.15**  
**Expository Writing**  
**Sandy Koullas**

Overall quality of the class: 4.31

Summary:

The best aspects of the course included the organized structure of the course that allowed students to work through assignments in stages, the intellectually challenging nature of the class discussions and peer reviews, and the helpful one-on-one feedback from the professor. Some students felt that the Philosophy texts were sometimes dry and difficult to interpret. Other students would have like clearer guidance on expectations with the essays early in the course. Suggestions for improvement included livening up the dry Philosophy material by summarizing with PowerPoint presentations, spending more time on the longer reading assignments, and offering more writing workshops. Prospective students should be aware that this particular section focuses on Philosophy and should take advantage of the writing center as the course is writing intensive.

**AS.060.113.16**  
**Expository Writing**  
**Alexander Streim**

Overall quality of the class: 4.42

Summary:

One of the best aspects of the course included the class discussions both in discussing the texts and providing peer review of essays. Students also appreciated the constructive conferences with the helpful and engaging professor, and the environment created by the professor and students that pushed individuals beyond their comfort zones to write more skillfully. Some students felt that the assignments were unevenly spaced causing students to have very limited turnaround time on some assignments. Other students thought that some of the reading assignments did not correlate with the focus of the course. Suggestions for improvement included adjusting the timeline so students have more time for rewriting essays, a clearer rubric for the grading criteria, and more opportunities to evaluate work in- and outside of class. Prospective students should be prepared to keep abreast of their reading and writing assignments.



**AS.060.113.17**  
**Expository Writing**  
**Atesede Makonnen**

Overall quality of the class: 4.73

Summary:

The best aspect of the course was having the opportunity to study comic book lore and watch the movie Black Panther. Students also appreciated the engaging and dynamic class discussions and the professor's willingness to provide helpful feedback through conferences and e-mail. Some students felt that more emphasis was placed on writing skills than developing critical arguments. Other students felt there was insufficient time to turnaround writing assignments. Suggestions for improvement included providing more background on the Marvel Universe early in the course, allowing more than two days to complete a writing assignment, and place greater emphasis on teaching writing skills earlier in the course. Prospective students should be aware that this particular section focuses on comic book lore and should take full advantage of the feedback provided by the professor.

**AS.060.113.18; .20**  
**Expository Writing**  
**Aliza Watters**

Overall quality of the class: 4.57

Summary:

The best aspects of the course included reading the personal narratives of families that were thought-provoking, the constructive feedback provided by the deeply committed professor, and the professor's willingness to work with students in one-on-one conferences and open office hours. Some students felt that the feedback, while extensive, was received too late to apply to the final draft and did not help in improving the final grade. Other students felt that her grading criteria was not clear and consistent. Suggestions for improvement included offering feedback in a timely manner, spending more time on the interpretation of the readings, and having a little more turnaround time for the essays. Prospective students should be aware that these sections are focused on family dynamics and take full advantage of the professor's feedback and the writing rubric provided to write quality essays.

**AS.060.113.19; .21**  
**Expository Writing**  
**Christopher Westcott**

Overall quality of the class: 4.14

Summary:

The best aspects of the course included the interesting novels based on climate-science fiction, the step-by-step structure of the course that builds up the student's writing ability, and the helpful one-on-one feedback provided by the professor. Some students felt that there was an insufficient amount of time to complete revisions on an essay after receiving feedback. Other students found some of the readings uninteresting and some of the lectures unnecessary. Suggestions for improvement included replacing some of the lectures with writing conferences, more peer review of essays, and more time devoted to planning the essays. Prospective students should be prepared to have a great deal of reading to complete. Also, they should start their essays as early as possible and take advantage of the professor's office hours when you have questions.

**AS.060.113.22**  
**Expository Writing**  
**Royce Best**

Overall quality of the class: 3.43

Summary:

The best aspects of the course included the ability to develop an essay in stages and receive feedback at each stage in one-on-one conferences, the peer review segments, and the opportunity to evaluate gender roles in movies and plays. Some students thought that the turnaround time between first draft and final paper was too short while others felt that they received unclear feedback from the professor. Suggestions for improvement included providing the segments on grammar and style earlier in the course, having more one-on-one conferences with the professor, and spreading the deadlines more evenly throughout the semester. Prospective students should be aware that this section is focused on Shakespeare and other topics of that era. They should take full advantage of the professor's feedback and be prepared to revise their essays multiple times.

**AS.060.113.23**  
**Expository Writing**  
**Michael Albert**

Overall quality of the class: 4.07

Summary:

The best aspects of the course included the ability to develop one's writing skills through helpful feedback from the encouraging professor in one-on-one conferences, the thought-provoking class discussions, and the opportunity to read learned papers about climate change written by distinguished authors. Some students thought that the turnaround time between first draft and final paper was too short, others felt that the freedom to develop one's own topic could be overwhelming when searching for a place to start. Suggestions for improvement included having more structured class time to discuss different topics, more flexible office hours, and offering smaller assignments throughout the semester. Prospective students should be aware that this section is focused on climate change. They should manage their time wisely and be prepared to revise essay multiple times.

**AS.060.113.24**  
**Expository Writing**  
**Nathanael Doherty**

Overall quality of the class: 4.0

Summary:

The best aspects of the course included the intellectually challenging course material from the 1500s to modern day that made students think deeply about the topics, the interesting class discussions led by an enthusiastic professor, and the valuable feedback received from the professor on essays. Some students felt that the expectations for the writing assignments was unclear while other thought the grading criteria was ambiguous. Suggestions for improvement included less focus on what to write and more instruction of how to write, clearer feedback from the professor on what the expectations are for each assignment, and more small-group discussions. Prospective students should listen carefully to the professor's feedback on assignments and his perspectives in the lectures in order to better understand his expectations for your essays.

**AS.060.113.25**  
**Expository Writing**  
**Tarek Tutunji**

Overall quality of the class: 4.25

Summary:

The best aspects of the course included the ability to develop one's writing skills through helpful feedback from the professor in one-on-one conferences, the thought-provoking class discussions that related the material to current events, and the opportunity to review each other's work. Some students thought that the expectations for the assignments were unclear while others felt that much of the class time was devoted to issues that were not relevant to developing a good essay. Suggestions for improvement included having more structured class time to focus on writing instruction, more peer reviews, and a clearer grading rubric. Prospective students should be prepared to study the readings carefully and be able to connect ideas to create a compelling argument.

**AS.060.122.01**  
**Hollywood and the Culture Industry**  
**John Hoffmann**

Overall quality of the class: 4.44

Summary:

The best aspects of the course included reading essays and watching films that were relevant to the topic and the thought-provoking discussions led by the enthusiastic professor who was open to the students' opinions. Some students felt that watching two movies a week and doing readings was time consuming. Other students thought that the two assigned novels were not relevant to the course. Suggestions for improvement included eliminating the two novels from the course work, more guidance on expectations for the written assignments, and more student input on the films selected. Prospective students should have an interest in viewing films and reading about film analysis.

**AS.060.209.01-03**  
**The Literary History of the Devil to 1800**  
**Mark Thompson**

Overall quality of the class: 4.52

Summary:

The best aspects of the course included the professors engaging lectures with PowerPoint slides that are amply annotated, the interesting and entertaining readings, and the way the course

connects text, art, and society through various time periods. Some students felt that the amount of reading required could be overwhelming while other students thought that the class lectures and discussions did not directly relate to the readings. Suggestions for improvement included providing a more comprehensive syllabus with more time to complete the reading assignments, activities to encourage class engagement like reading quizzes or providing discussion questions, and offering exams that are more directly related to the readings. Prospective students should have some background with The Bible and be prepared to take thorough notes during the lectures.

**AS.060.219.01-02**

**American Literature to 1865**

**Jared Hickman**

Overall quality of the class: 4.40

Summary:

The best aspects of the course included the professor's interesting and engaging lectures and the selections of source material that covered a wide range of socioeconomic and racial groups. Some students felt that the amount of reading assignments was quite heavy while other students thought that the coursework lacked focus with little feedback from the professor. Suggestions for improvement included reducing the reading assignments so they can be discussed in more depth, providing PowerPoint presentations on Blackboard, and offering a clearer sense of the grading criteria. Prospective students should be aware that the readings are more weighted to history rather than literature and should be prepared to take thorough notes during the lectures.

**AS.060.326.01**

**Shakespeare: The Novel**

**Sharon Achinstein**

Overall quality of the class: 4.39

Summary:

The best aspect of the course was the interesting reading list that illustrated how Shakespeare's work had been adapted into novel form. The professor skillfully presented how authors take inspiration from other authors and write back to one another. Some students felt that the class featured far too many lectures for a 300 level course. Other students found the weekly quizzes to be uneven in their complexity and not a good gauge of their comprehension. Suggestions for improvement included offering more time for class discussion, adjusting the quizzes so that they are more consistent in complexity, and splitting the class into two shorter sessions each week. Prospective students should be familiar with Shakespeare's works and be prepared to read a novel each week.

**AS.060.360.01**  
**Politics, History and Autobiography**  
**Lawrence Jackson**

Overall quality of the class: 4.38

Summary:

The best aspects of the course included the insightful and important reading selections, the engaging class discussions led by a knowledgeable professor, and the writing assignments which included a weekly book review and the autobiographical final project. Some students felt that the lectures had a tendency to meander and the discussions were hampered by the professor's reluctance to voice his opinion. Other students thought that the readings were not evenly distributed from week to week with some light and some heavy weeks. Suggestions for improvement included providing discussion questions before each class, receiving grades on the weekly assignments, and devoting more time to writing instruction and workshopping the memoir project. Prospective students should be prepared to read a book a week and actively participate in the class discussions.

**AS.060.367.01**  
**The Fallen Woman in Victorian Literature and Culture**  
**Sung Mey Lee**

Overall quality of the class: 4.47

Summary:

The best aspects of the course included the diverse array of sources used such as novels, paintings, and poetry, the structured lectures and discussions led by a dedicated professor, and the helpful feedback provided with clear expectations on assignments. Some students felt that the reading workload was heavy and the long class sessions could be challenging. Other students would have liked a clearer grading rubric. Suggestions for improvement included splitting the class between lecture and discussion, offering more guidance for writing assignments such as sample papers, and assigning fewer readings when papers are due. Prospective students should be aware that the course is heavily weighted toward discussion and should stay abreast of the reading and writing assignments.

**AS.060.371.01**  
**Race and Space**  
**Aaron Begg**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

**AS.060.386.01**  
**Reading the American Swamp**  
**Noelle Dubay**

Overall quality of the class: 4.75

Summary:

The best aspects of the course included the wide-ranging reading list, the engaging discussions led by a knowledgeable and passionate professor, and how the coursework presented a holistic understanding of the themes and topics of the swamp. Some students felt that the reading load was unbalanced from week to week while others found the large lecture hall incompatible with class discussions. Suggestions for improvement included spreading the reading workload more evenly throughout the course, added more contemporary texts, and utilizing a smaller classroom. Prospective students should be prepared to stay abreast of the reading assignments and actively participate in class discussions.

**AS.060.405.01**  
**Psychoanalysis and Literature**  
**Andrew Daniel**

Overall quality of the class: 4.86

Summary:

The best aspects of the course included the provocative readings, the fascinating class discussions, and the learned and engaging professor who encouraged students to think deeply about the subject matter. Some students felt that the readings were a bit heavy and more weighted toward psychoanalysis than literature. Suggestions for improvement included reducing some of the critical essays in favor of literature and spending more time on some of the more complex readings. Prospective students would benefit from some background in philosophy and should be prepared to do a great deal of reading.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
FILM & 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.061.105.01  
Freshman Seminar: The Films of 1968  
Linda DeLibero**

Overall quality of the class: 4.3

**Summary:**

The best aspects of the course included the fun and engaging class discussions, the thought-provoking films presented, and the opportunity to dissect and analyze the films in a different way. Some students found that traveling back and forth to the JHU-MICA Film Centre to view films was time consuming and others did not like the weekly quizzes. Suggestions for improvement included having fewer quizzes to accommodate more class discussion and reducing the number of readings and documentaries to be viewed outside the classroom. Prospective students should be prepared to invest a good deal of time in viewing films and completing the reading assignments.

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

Overall quality of the class: 4.63

**Summary:**

The best aspects of the course included the knowledgeable and caring professor, the interesting class discussions, and the opportunity to analyze films from a wide range of aspects. Some students felt that the certain assigned readings did not relate to the lectures while others



thought that having five quizzes before the mid-term exam was excessive. The fact that the class routinely let out about five minutes late was a concern for students who had classes immediately afterward. Suggestions for improvement included more time devoted to class discussions, providing outside readings that are not as heavily focused on film history, and having more essay assignments rather than quizzes. Prospective students should have a strong appreciation of cinema and be prepared to do a fair amount of studying and writing.

**AS.061.145.01**

**Introduction to Digital Video Production: Visual Language**

**Karen Yasinsky**

Overall quality of the class: 4.71

**Summary:**

The best aspects of the course included learning how to use DSLR cameras and filming techniques, in-class critiques of the students' film projects, and a professor who encouraged creativity. Some students would have liked to have studied more recent films while others felt that the numerous screenings and outside events were time consuming. Suggestions for improvement included more group projects, viewing fewer films but spending more time on analysis, and having a more convenient system for renting cameras. Prospective students should have a strong interest in film and be prepared to spend a good deal of time filming their own projects.

**AS.061.150.01**

**Introduction to Film Production**

**Mathew Porterfield**

Overall quality of the class: 5.00

**Summary:**

The best aspects of the course included having the rare experience of working with 16 mm film cameras, the freedom to develop weekly assignments and a final project, and the interactive class activities.

Some students found the equipment to be cumbersome and expensive while others lamented the high lab fees and the long wait-times to get film developed. Suggestions for improvement included having more in-class instruction on camera technicalities, composition, and editing as well as having field trips to film in different settings. Lower lab fees and gaining experience with other film cameras and equipment were also areas for improvement. Prospective students should have an appreciation for traditional film techniques and be prepared to attend every class.

**AS.061.152.01****Introduction to Digital Video Production****Jimmy Roche**

Overall quality of the class: 4.44

**Summary:**

The best aspects of the course included the hands-on experience, the peer critiques of video projects, and the kind and enthusiastic professor. Many students were excited at having the opportunity to make films. Some students felt the 3 hour once-per-week class was a difficult duration while others found the process of creating a video production outside the classroom time consuming while balancing other courses. Many students suggested having more group projects as a way to reduce the time devoted to film productions while encouraging the collaborative process found with most filmmaking. Other suggestions for improvement included multiple sessions per week and a clearer grading criteria. Prospective students would benefit from some knowledge of video production and should be prepared to commit to a great deal of filming work outside the classroom. The course is taught at the JHU-MICA Film Centre.

**AS.061.156.01****Lights, Camera, Action: On Location****Lucy Bucknell, John Mann**

Overall quality of the class: 4.07

**Summary:**

The best aspects of the course included the interesting array of films viewed, the stimulating class discussions, and the engaging professors who offered thought-provoking commentary. Some students felt that the course was too short, allowing for little time to discuss the films after they were shown. Others felt that, given the brief number of sessions, switching between two professors was awkward. Suggestions for improvement included expanding the course to two credits with more class time, more time devoted to discussing the films, and showing more short films. Prospective students who are interested in an introductory class to film study would be well suited for this course, but must be prepared to attend every session.

**AS.061.205.01****Introduction to Screenwriting****Adam Rodgers**

Overall quality of the class: 4.82

**Summary:**

The best aspects of the course included the lectures from an intelligent and engaging professor, the opportunity to read great Hollywood screenplays, and the chance to write screenplays that are reviewed in class. Many students found the feedback from the professor and the students to be quite helpful and not at all rude or judgmental. Many students found the 3 hour once-per-week class session to be daunting, especially when there were so many screenplays to review in each class. Suggestions for improvement included having two shorter sessions per week, better time management so more students' works could be reviewed, and some shorter writing assignments that would not be workshopped. Prospective students should be comfortable with writing and be prepared to have their work critiqued.

**AS.061.221.01****Special Topics: Producing the Independent Film****Matthew Porterfield**

Overall quality of the class: 4.63

**Summary:**

With a professor who is an experienced director and producer, the highly informative lectures provided special insight into the independent film industry. Highly informed guest speakers also provided a practical, real-world context to the lectures and assignments. The only point of concern with the course was that it could be quite long. Suggestions for improvement included shorter class sessions, more hands-on assignments, and easier access to MM software to avoid trips to the JHU-MICA Film Centre. Prospective students are highly recommended the course.

**AS.061.226.01****Special Topics: Writing About Film****Laura Mason**

Overall quality of the class: 4.10

**Summary:**

The best aspects of the course included the thematic connection between all the films presented, the immersive and thought-provoking class discussions, and the professor's clear and concise feedback on written assignments. Some students felt that the workload of reading and screening assignments could be time consuming while others thought the lectures veered

off-topic sometimes. Having the class at the JHU-MICA Film Centre was also a concern since the resources there were never utilized. Suggestions for improvement included having films available online, a clearer grading rubric for assignments, and locating the class on the Homewood campus. Prospective students should enjoy discussing movies and be aware that the course focuses more on film history than film review.

**AS.061.234.01**

**Intermediate Digital Video Production: Experimental Forms**

**Jimmy Roche**

Overall quality of the class: 4.40

Summary:

The best aspects of the course included the small class size, watching experimental films and applying those concepts to class projects, and the great communication between the students and the experienced professor. Some students felt that there were unclear expectations for the assignments while others were disappointed with the short time allowed between getting an assigned project and doing the final rough cut. Suggestions for improvement included having a more structured approach to working on the projects and devoting less time to showing films so students can work on their projects. Prospective students should have a working knowledge of Premiere video software and have some camera experience.

**AS.061.244.01**

**Film Genres**

**Lucy Bucknell**

Overall quality of the class: 5.00

Summary:

The best aspects of the course included the wide range of films viewed from various genres and the engaging class discussions. During discussions, the professor would frequently mention concepts from previous films viewed, bringing a cohesiveness to the course. One student felt that the class discussions could stagnate when other students did not participate. Suggestions for improvement included offering more sessions per week so films could be discussed more thoroughly and having a better classroom that is set up for movie viewing. Prospective students should be prepared to watch the weekly movies critically and take notes during the films as the weekly quizzes could be quite detailed.

**AS.061.322.01****Women in Popular Film and Television****Lucy Bucknell**

Overall quality of the class: 4.47

**Summary:**

The best aspects of the course included the great selection of movies presented and the engaging class discussions led by a professor who encourages participation and ties the major themes of the course together. The professor also provides a clear syllabus and helpful feedback on assignments. Some students felt that viewing two films per week reduced the amount of time devoted to discussing the films while others felt that the professor would sometimes limit the amount of open discussion in class. Suggestions for improvement included having a few more short writing assignments as practice for the larger assignments and changing the seating arrangement so that everyone sits together for the discussions. Prospective students should be prepared to keep up with the required viewings and come to class ready to discuss the films.

**AS.061.348.01****Acting and Screenwriting for Narrative Productions****Kathleen Beller**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**Summary:**

The best aspects of the course included the screenwriting workshops and the professor's constructive criticism. Some students felt that the effectiveness of the classes depended largely on the participation of the students while other students thought the acting portion of the course was out of place. Suggestions for improvement included either eliminating the acting portion or separating the acting and writing portions more clearly for greater continuity. Prospective students should be prepared to write several scripts and be comfortable with acting in class.

**AS.061.409.01****The Films of P. T. Anderson: Innovation and Influences****Linda DeLibero**

Overall quality of the class: 4.67

**Summary:**

The best aspects of the course included the exceptional films presented, learning how the filmmaker's influences connect with the cinematic world in general, and the discussions led by an engaging professor. Students also appreciated the clear syllabus and weekly quizzes to gauge comprehension of the material. Some students felt that the readings were a bit long while others thought there wasn't enough time to discuss the movies after viewing them. Suggestions for improvement included moderating the class discussions in a way that would encourage more students to participate and replacing some of the quizzes with short writing assignments which would prepare students for the final paper. Prospective students should be prepared to watch each movie twice and memorize key aspects of the film (e.g., lead actors, year film was released, etc.).

**AS.061.413.01****Lost & Found Film****John Mann**

Overall quality of the class: 4.91

**Summary:**

The best aspects of the course included working with archival footage to create a completely new film, the opportunity to stretch creative muscles, and the insightful, helpful, and knowledgeable professor. Some students were uncomfortable with presenting their works to the class while others felt that the open-endedness of the assignments left them with little sense of how successful they were in their work. Suggestions for improvement included more feedback on assignments, more relevant readings and film suggestions for inspiration, and a stricter adherence to using archival footage. Prospective students should have some experience with video editing programs like Final Cut Pro or Adobe Premiere and be prepared to spend a great deal of time working on their assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
GERMAN & ROMANCE LANGUAGES 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.210.101.01-03  
French Elements I  
Claude Guillemard**

Overall quality of the class: 4.87

**Summary:**

The best aspects of this course are that the professor is very engaging and works with students to improve their listening and speaking skills, providing individual attention when necessary. Lectures are well-organized and provide opportunities for practice. Some students said the workload is heavy and expectations are high. A suggestion for improvement is that students be given slightly more time to absorb the material. Prospective students need not have a background in French, but should be prepared to practice their skills and keep up with homework assignments as the class is fast-paced and the workload can be heavy. The professor is helpful and works to ensure that students can grasp the basics of French.

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

Overall quality of the class: 4.38

**Summary:**

The best aspects of this course are the small class size, the fact that class participation is encouraged, and the professor, who tries to ensure students are comfortable speaking French. Some students said the homework website is difficult to use and that homework makes up a large percentage of the final grade. A suggested improvement is that the homework website be

improved. Prospective students should be prepared for a course that moves quickly and that provides a solid foundation in the language.

**AS.210.111.01,02,03,  
Spanish Elements I  
Michelle Tracy**

Overall quality of the class: 4.51

Summary:

The best aspects of this class are the professor, who is approachable and is available outside of regular class hours to work with students, lots of opportunities to practice Spanish language skills, and the classroom presentations. Some students said that for an introductory level course, it moves at a fast pace and the workload is heavy. Suggested improvements include a slower-paced class and more opportunity to practice listening techniques. Prospective students should know that most of the class is conducted in Spanish. They should also be sure to keep current on all assignments; because the class is fast-paced, it's important not to fall behind.

**AS.210.111.04, 07  
Spanish Elements I  
Cortney Davila**

Overall quality of the class: 4.73

Summary:

The best aspect of this course is the professor, who is always well-prepared and communicates well with students. Some students said they would have liked more chances to practice listening outside of exams. Suggested improvements included more time for listening and conversation. Prospective students should be willing to invest time in the course in order to do well.

**AS.210.111.05  
Spanish Elements I  
Francisco Perez Marsilla**

Overall quality of the class: 4.31

Summary:

The best aspect of this course is the professor, who makes learning fun and teaches not only Spanish vocabulary and grammar, but culture as well. Some students said the class moves along too slowly. Also, virtually all the class is conducted in Spanish, which can make it hard to follow for beginners. Students suggested that the professor adopt a quicker pace that covers more



material, and that he use English to explain difficult concepts. Some students said prospective students should have a knowledge of basic Spanish before enrolling in this course.

**AS.210.111.06**

**Spanish Elements I**

**Michelle Tracy**

Overall quality of the class: 3.45

Summary:

The best aspects of this course were the small class size and the teaching assistant's discussions of Spanish culture. Some students said that grading seemed arbitrary and that the TA's lectures sometimes veered off topic, focusing more on culture and politics and less on teaching Spanish. Suggested improvements included a clear explanation for the grading system and more time teaching in Spanish. Prospective students should be prepared to put in extra work outside class to increase learning opportunities.

**AS.210.112.01**

**Spanish Elements II**

**Julie Lirot**

Overall quality of the class: 4.13

Summary:

The best aspects of the course were the small class size and the many opportunities to practice speaking. Some students found the movie that was shown difficult to understand. One suggested improvement was that materials besides textbooks be made available to practice test and grammar skills. Prospective students should have basic fluency in Spanish.

**AS.210.112.02**

**Spanish Elements II**

**Mariana Alvarez Torres**

Overall quality of the class: 4.0

Summary:

The best aspects of this course were the opportunities to practice speaking Spanish through conversations and presentations. That allowed students to learn and improve. Some students felt it was difficult to keep up with all the assignments and that the professor's grading system was hard to understand. A suggested improvement was that assignments be spread out so they are not due at the same time. Prospective students were advised to practice their speaking and listening skills; the entire class is conducted in Spanish. Also, be prepared to participate in class.

**AS.210.112.03**  
**Spanish Elements II**  
**Tanavi Jagdale**

Overall quality of the class: 3.44

Summary:

The best aspect of this course was its interactive nature. The professor got everyone involved in discussions, which provided ample opportunity for practicing language skills. The class is taught entirely in Spanish. Some students felt the professor could have provided more constructive feedback; that she used advanced vocabulary in her lectures that was hard to understand; and that grading was harsh. Suggestions for improvement included providing feedback that shows how students can improve and adopting a more standardized grading system. Prospective students should be prepared for a demanding course that requires commitment.

**AS.210.112.04**  
**Spanish Elements II**  
**Liliana Galindo Orrego**

Overall quality of the class: 4.36

Summary:

The best aspects of this course are the professor, who knows her subject matter very well and ensures that students understand it, and the course's hands-on nature, which forces students to use their Spanish skills. Some students said it would be helpful if the professor provided more guidance on what she wanted in the presentations and how the presentations fell short. Suggested improvements were more feedback on speaking skills and more speaking practice. Prospective students should be prepared to do all the assignments. Those who put the most into the course, get the most out of it.

**AS.210.151.02**  
**Italian Elements I**  
**Alberto Fabris**

Overall quality of the class: 3.67

Summary:

The best aspects of this course are the professor's enthusiasm, his willingness to help students who may have questions or problems, and his willingness to bring Italian culture, rather than just grammar and vocabulary, into the conversation. Some students felt that the class lacked structure, and that the textbook was actually a workbook and therefore inadequate. Suggested improvements include a better textbook, more clarity about what is expected in assignments, and a more structured class that focuses more on the basics of Italian. Prospective students

should be prepared to do some self-teaching and to practice outside of class. Some background in Italian might also be helpful.

**AS.210.151.03**  
**Italian Elements I**  
**Alessio Panichi**

Overall quality of the class: 4.22

Summary:

The best aspects of this course being able to practice conversation with classmates, the professor's engaging teaching style and the small class size, which allows for helpful feedback. Some students felt the textbook was difficult and a bit confusing because it was all in Italian. The online textbook got higher marks. Suggestions for improvement include greater focus on teaching grammar rules and vocabulary. Prospective students should have some background in basic Italian or another Romance language.

**AS.210.161.01**  
**German Elements I**  
**Bidyum Medhi**

Overall quality of the class: 4.14

Summary:

The best aspects of this course included the instructor who was an engaging teacher, as well as the Tuesday session which discussed German cultural phenomena. Some students felt that there was a disconnect between the MWF instructor and the Tuesday Instructor and that the class could benefit from more communication both between the instructors as well as the students. Students felt there could also be additional speaking exercises.

**AS.210.161.02**  
**German Elements I**  
**Thomas Todarello**

Overall quality of the class: 4.71

Summary:

The best aspects of this course were the productive learning environment and the inclusion of German culture in classroom discussion and projects. Some students said the workload could be heavy, but was manageable. One suggested improvement was to include more conversation in class. Prospective students should be prepared to stay current on assignments.

**AS.210.161.03**  
**German Elements I**  
**Deborah Mifflin**

Overall quality of the class: 4.13

Summary:

The best aspects of this course are that it gives students abundant opportunities to speak and write in class and that German culture is part of the discussion. Some students felt the course work is too closely tied to the textbook. A suggestion for improvement was that the professor rely less on the textbook in order to engage students more. Prospective students should be prepared for a course that moves quickly and is a good introduction to German

**AS.210.171.01**  
**Accelerated Italian Elements I for Advanced Spanish Speakers**  
**Alessandro Zannirato**

Overall quality of the class: 5.0

Summary:

The best aspects of this course are the knowledgeable and engaging professor, the small class size and a productive and comfortable classroom environment. One student felt there could be more variety in the graded assignments. Suggested improvements were to add more creative learning activities, such as performances and presentation, and to discuss basic material at the outset. Prospective students should know that the workload can be heavy and that it's important to stay current on assignments.

**AS.210.177.01**  
**Portuguese Elements I**  
**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.71

Summary:

The best aspects of this course are the enthusiasm of the professor, who works to keep the whole class engaged. Some students indicated that the class can at time progress slowly and there are multiple deadlines to keep track of. No background is assumed but students should be careful not to mix Spanish with Portuguese.

**AS.210.201.01**  
**Intermediate French I**  
**Claire Konieczny**

Overall quality of the class: 4.75

Summary:

The best aspects of this course were the enthusiasm and knowledge of the teacher and the interactive activities in the classroom, which included conversation, films, games and grammar and speaking exercises. Some students felt the online exercises were not helpful. Suggestions for improvement included more speaking and reading exercises. Prospective students should have some background in French and should be prepared for a course that can be fast-paced and requires that you complete assignments on time.

**AS.210.201.02, 04**  
**Intermediate French I**  
**Suzanne Roos**

Overall quality of the class: 4.68

Summary:

The best aspects of this course were the engaging professor, who tried to ensure that students understood and were comfortable with the material, and the interactive nature of the classroom, which gave students opportunities to develop their skills in different ways. Some students felt that classmates were reluctant to participate in classroom discussions and that there could have been more give and take. Students also felt grammar could have been emphasized more in class. Suggestions for improvement included getting more students to participate in classroom discussions, incorporating more speaking and listening exercises, and stressing grammar more. Prospective students should be prepared to practice regularly and keep current on assignments.

**AS.210.201.03**  
**Intermediate French I**  
**Dean Rosenthal**

Overall quality of the class: 3.83

Summary:

The best aspects of this course are that it incorporates various facets of French culture, such as movies, journalism and food, and it provides ample opportunities for students to practice their speaking skills. Some students felt that they received little or no feedback, that there were delays in the posting of grades, and that corrections to their work were not fully explained. Suggestions for improvement included more feedback from the instructor and the timely

posting of grades. Prospective students can expect to improve their French if they complete the assignments. Some background in French is also helpful.

**AS.210.211.01**

**Intermediate Spanish I**

**Cortney Davila**

Overall quality of the class: 4.54

**Summary:**

The best aspects of this course are that the professor encourages conversations in class, she conducts the entire class in Spanish, and she provides helpful feedback. The course also helps students learn the language by conversing, reading and writing, watching films, and listening. Students said several important assignments were sometimes due at the same time. Suggested improvements were spreading out due dates for assignments, providing more grammar practice time, and allowing some English to be spoken in class. Prospective students should be prepared to participate in class, have a good grasp of basic Spanish concepts, and come to class having completed and understood homework assignments.

**AS.210.211.02, 05**

**Intermediate Spanish I**

**Julie Lirot**

Overall quality of the class: 4.32

**Summary:**

The best aspects of this course were the manageable workload, the professor's willingness to give feedback to each student on compositions and to make clear her expectations, and the abundant use of conversation in class. Some students felt more time could have been spent on grammar, that memorized presentations were not beneficial, and that there were a lot of assignment, with several sometimes due at the same time. Suggestions for improvement included spreading out assignments, assigning smaller presentations that need not be memorized, and engaging in unscripted conversations. Prospective students should have some background in Spanish, be aware of assignment due dates and be prepared to participate in class.

**AS.210.211.04, 06**  
**Intermediate Spanish I**  
**Naiara Martinez-Velez**

Overall quality of the class: 4.30

Summary:

The best aspects of this course were the class discussions and presentations (the class is conducted entirely in Spanish), and the importance given to practicing your language skills without worrying about mistakes. Some students felt homework assignments fluctuated too much. Some nights there's little or no work; at other times, a paper, test and online assignment may all be due within a short period. A suggestion for improvement was that homework assignments be spaced out more. Prospective students should be prepared to participate in class, speak only in Spanish, and practice daily.

**AS.210.212.01-02**  
**Intermediate Spanish II**  
**Grecia Chirinos Delgado**

Overall quality of the class: 4.31

Summary:

The best aspects of this course are the professor, who is knowledgeable and supportive, and the small class size, which promotes interaction among students. Some students said the class moved very quickly and felt rushed. Suggested improvements were that students be able to practice their conversational skills more in a relaxed environment and that more time be devoted to practicing grammar. Prospective students should be prepared to practice regularly, complete all assignments and participate in class.

**AS.210.212.03**  
**Intermediate Spanish II**  
**Julie Lirot**

Overall quality of the class: 4.00

Summary:

The best aspects of this course are the instructor, who is knowledgeable and approachable, and the many opportunities to practice conversational skills in class. Some students felt due dates for exams, papers and other assignments were too close to one another. Suggested improvements are to space out exams and assignments and to shorten exams so they can be finished within the 50-minute class period. Prospective students should know that class participation is required and there will be many homework assignments.

**AS.210.212.04-05**  
**Intermediate Spanish II**  
**Mariana Alvarez Torres**

Overall quality of the class: 4.43

Summary:

The best aspects of this course are that students have many opportunities to practice vocabulary and grammar, and assignments are effective in helping to improve proficiency. The professor provides feedback and tries to ensure students understand the material. Some students felt the grading on exams, participation and presentations was inconsistent and that major projects all fell due at the same time. A suggested improvement was that the professor spend more time helping students understand grammar and spread out the assignments. Prospective students should have some background in Spanish; this course will build on that foundation. Students should also be prepared to participate in a Spanish-only environment.

**AS.210.251.01-02**  
**Intermediate Italian I**  
**Leonardo Proietti**

Overall quality of the class: 4.35

Summary:

The best aspects of this course are the professor, who will work with students inside and outside the classroom to help them improve, the class discussions, and the opportunities to practice. One student felt more time could have been spent on vocabulary. Suggested improvements included providing vocabulary lists and speaking less English in class. Prospective students should know that the course requires lots of work outside class but if they do the work their Italian will improve.

**AS.210.261.01**  
**Intermediate German I**  
**Antonia Grousdanidou**

Overall quality of the class: 3.88

Summary:

The best aspects of this course are the instructor, who is engaging, knowledgeable and provides useful feedback. Some students said they had difficulty grasping grammar concepts and that the online homework website was difficult to use. A suggested improvement was to provide more time to practice speaking. Prospective students should have some background in German.



**AS.210.261.02-03**  
**Intermediate German I**  
**Heidi Wheeler**

Overall quality of the class: 4.47

Summary:

The best aspects of this course were the professor's passion for the subject matter and her ability to create a positive learning environment by using a variety of teaching materials beyond the textbook. Classroom discussions also allowed students to develop their German conversational skills. Students felt there was a lot of vocabulary to learn and questioned the structure of the vocabulary quizzes. They also expressed concerns about the online homework site. A suggested improvement was that class discussions take place entirely in German. Prospective students should be prepared to work on learning new vocabulary. They're also urged to visit the professors during office hours, when she can provide feedback on conversation skills.

**AS.210.266.01**  
**German Conversation**  
**Deborah Mifflin**

Overall quality of the class: 4.50

Summary:

The best aspects of this course were its focus on conversation, which allowed students to develop their speaking skills, and the presentations and the discussions that followed. Students felt there could have been more individual feedback and more attention to style rather than grammar. Suggested improvements were that students do more presentations on topics that are of particular interest to them, and that the professor offer more feedback/corrections to help students progress. Prospective students should know that if they have an elementary knowledge of German this course can help them improve their conversational skills.

**AS.210.277.01**  
**Intermediate Portuguese I**  
**Magali Spiker**

Overall quality of the class: 4.50

Summary:

The best aspects of this course were the small class size and the interactive classroom environment. Students felt not all members of the class had the same level of fluency, which led some to dominate the conversation. Suggested improvements included more group discussions and ensuring that class members are at roughly the same fluency level. Prospective students should have a background in Spanish.

**AS.210.301.01-02, 4**  
**Advanced French I: Achieving Accuracy**  
**Bruce Anderson**

Overall quality of the class: 4.36

Summary:

The best aspects of this course were the explorations of French culture, the conversations, and the focus on grammar and writing. Students felt that at times the conversation moved too quickly, that grammar rules were not always explained well, and that more French could have been spoken in class. Suggested improvements were more focused course content, more spoken French and quicker grading and feedback. Prospective students should have a foundation in French and be prepared to participate in class. The course is grammar and writing intensive.

**AS.210.301.03**  
**Advanced French I: Achieving Accuracy**  
**Eric Bulakites**

Overall quality of the class: 4.71

Summary:

The best aspects of this course are the feedback that is provided on essays, which helps improve writing skills, the inclusion of French culture and history in classroom discussions, the professor's accessibility outside of class and his efforts to encourage classroom participation. Some students felt more time should have been spent speaking, particularly in French, to build their vocabularies. A suggested improvement was to vary the reading assignments; some students found them hard to understand. Prospective students should know the course focuses primarily on grammar and writing.

**AS.210.302.01-02**  
**Advanced French II: Reaching Fluency**  
**Autumn Vowles**

Overall quality of the class: 4.38

Summary:

The best aspects of this course were the use of media, films and current events to augment lectures and discussions, and in-depth conversations that helped build a bond among members of the class. Some students felt they did not get enough feedback on their work and that the professor's way of assigning homework could be confusing. Suggested improvements include quicker grading and making clear when homework assignments are due. Prospective students

should know that this is a class that will allow you to work on your grammar and speaking skills. Students should have some background in French.

**AS.210.302.03**

**Advanced French II: Reaching Fluency**

**April Wuensch**

Overall quality of the class: 4.0

Summary:

The best aspect of this course was the professor's use of varied activities, such as songs, games and scavenger hunts, to build conversational skills and promote participation. Some students said there was a lack of feedback from the professor, homework assignment due dates were confusing and the syllabus wasn't closely followed. Suggested improvements include more timely feedback and grading, emphasizing the spoken word more, and greater clarity on assignments. Prospective students should be prepared to participate in class and make sure they understand what the professor expects of them.

**AS.210.311.03**

**Advanced Spanish I**

**Julio López Raja**

Overall quality of the class: 4.5

Summary:

The best aspects of this course are the professor's ability to engage the class and his use of culture, movies and literature to facilitate learning. Some students felt the assignments could be more evenly distributed throughout the semester. Suggested improvements include distributing homework assignments more evenly and spending more time in class on grammar. Prospective students should be prepared to participate in classroom discussions and practice language skills outside of class. A basic background in Spanish grammar is helpful.

**AS.210.311.04-05**

**Advanced Spanish I**

**Grecia Chirinos Delgado**

Overall quality of the class: 4.02

Summary:

The best aspects of this course were the discussions, which covered interesting cultural topics, such as women's rights; conversational exercises; and being immersed in the language with a native Spanish speaker. Some students said the grading system was difficult to understand and that assignments need to be more evenly distributed. A suggested improvement is that instead of pointing out that a student got something wrong, the professor offer feedback on how the

student can improve. Also, establish a more consistent workload throughout the semester. Prospective students should be prepared to participate in class and to stay current on required reading and other assignments. Spanish proficiency is helpful.

**AS.210.312.01**

**Advanced Spanish II**

**Julio López Raja**

Overall quality of the class: 4.70

Summary:

The best aspects of this course were the small class size, the engaging and interactive atmosphere, the use of movies, videos, audios and readings to help students develop their speaking capabilities, and the professor's enthusiasm for the material. Some students felt the course can be challenging for those who are not fluent and have a limited vocabulary, or are uncomfortable with Spanish grammar. A suggestion for improvement is to provide more grammar instruction. Prospective students should be prepared to participate in class, speak as much Spanish as possible to build their vocabulary, stay current in homework assignments, and be prepared for upcoming classes.

**AS.210.312.02, 03**

**Advanced Spanish II**

**Aranzazu Hubbard**

Overall quality of the class: 3.99

Summary:

The best aspects of this course are engaging conversations that help build Spanish speaking skills, use of interviews, songs, movies and other devices to develop listening and learning skills, incorporating Spanish culture into class discussions, and a professor who is able to motivate and engage students. Some students felt feedback was not always helpful, either because corrections were provided too late to be useful, or students were told which problems they got wrong, but not the correct answer, making it difficult to learn from mistakes. Suggested improvements are more time for practicing conversation, and less for listening, and more discussions of real-world events in Spanish to make the class more engaging and build conversational skills. Prospective students should have a strong foundation in Spanish and complete homework assignments on time.

**AS.210.313.01**  
**Medical Spanish**  
**Julio López Raja**

Overall quality of the class: 4.47

Summary:

The best aspects of this course are a professor who has firm command of the material, is accessible and provides valuable feedback; interesting and relevant subject matter that touches on contemporary issues; and clear and informative lectures. Some students felt the workload was heavy and said several large assignments were due on the same day. Suggestions for improvement included spreading out due dates for assignments and discussion of phrases that are commonly used in Latin American medical systems. Prospective students should have a good grasp of Spanish grammar, and be prepared to do all the readings and other outside assignments.

**AS.210.313.03**  
**Medical Spanish**  
**Naiara Martinez-Velez**

Overall quality of the class: 4.47

Summary:

The best aspect of this course was the content – it was interesting and relevant to contemporary issues in public health; the preparedness of the professor, who provided valuable PowerPoints and organized course content into packets, and the use of presentations and debates. Some students felt the coursework could be difficult and demanding and required memorization of lots of vocabulary. One suggested improvement was to focus more on vocabulary and less on grammar. Prospective students should be prepared to work hard and spend time memorizing grammar rules and vocabulary. Students should have a strong foundation in Spanish.

**AS.210.314.01**  
**Spanish for International Commerce**  
**Aranzazu Hubbard**

Overall quality of the class: 3.82

Summary:

The best aspects of this course are the ability to speak in Spanish about the social and political importance of commerce and finance in Latin America, and to expand your business-related vocabulary. Some students felt the assignments needs to be better spaced out to make them more manageable, and that instructions for presentations and other assignments were sometimes unclear. A suggested improvement was that assignments be spaced out more

evenly over the course of the semester. Prospective students should know that a knowledge of business, finance, economics and Spanish is helpful.

**AS.210.316.01**

**Conversational Spanish**

**Maria Del Rosario Ramos**

Overall quality of the class: 4.27

Summary:

The best aspect of this course was the classroom conversations, which helped build speaking skills. Some students felt that delays in posting grades left them wondering how they could improve, and that multiple homework assignments often fell due at the same days. Suggestions for improvement were to space out homework assignments and provide timely feedback on assignments. Prospective students should be prepared to check the syllabus frequently to they don't fall behind on assignments, have a strong foundation in Spanish, and speak Spanish at all times in class.

**AS.210.317.01**

**Advanced Spanish Composition**

**Julio López Raja, Loreto Sanchez**

Overall quality of the class: 4.89

Summary:

The best aspects of this course were constructive instructor feedback that, combined with coursework, allows for improvement of writing skills; clear expectations; and the collaborative atmosphere, which included in-class editing combines elements of a writing workshop with a traditional classroom setting. Some students found it difficult to work in small groups to write short essays. Suggested improvements were to add more in-class compositions to provide additional feedback on individual compositions. Prospective students should expect to focus on written Spanish and should have a level of fluency since the entire class is conducted in Spanish. Students should also be comfortable writing and receiving feedback on Spanish compositions.

**AS.210.351.01**

**Advanced Italian I**

**Denis Forasacco**

Overall quality of the class: 4.78

Summary:

The best aspects of this course are the enthusiastic and approachable professor, who had the interesting idea of dividing each of the units into emotions, the small class size, and the engaging classroom conversations. Students said they could have used more vocabulary

practice, and would have preferred if others were discouraged from speaking in their native tongue rather than Italian. Suggestions for improvement were to provide a vocabulary list for each unit and introducing topics that are relevant to most students to stimulate more conversation. Prospective students should feel comfortable speaking Italian in a classroom environment.

**AS.210.361.01**

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

**Almut Slizyk**

Overall quality of the class: 5.0

Summary:

The best aspects of this course were the professor, a native German speaker who provided valuable insights into German culture and language; speaking German at all times in class; frequent speaking opportunities; and the use of books and movies to illustrate German culture. Some students said homework assignments were inconsistent, with few or none some weeks, and many other weeks. Also, assignment were not always posted. Suggested improvements were adopting a homework system that would allow students to plan ahead and spreading out assignments. Prospective students should be prepared to participate in class and keep current on homework assignments.

**AS.210.361.02**

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

**Deborah Mifflin**

Overall quality of the class: 5.0

Summary:

Fewer than 5 students responded.

**AS.210.391.01**

**Advanced Portuguese Language and Literature I**

**Magali Spiker**

Overall quality of the class: 4.67

Summary:

Fewer than 5 students responded to the survey.

**AS.210.409.01**  
**Le monde francophone**  
**Bruce Anderson**

Overall quality of the class: 4.73

Summary:

The best aspects of this course were the diversity of the subject matter and the professor's passion for the material and his ability to engage the class in discussions of politics and other issues in the francophone world. Some students felt certain assignments were unclear and that it sometimes took a long time to return them. A suggested improvement was that assignments be graded quicker to give students feedback they can use. Prospective students should know that completing material that is handed out during the semester can help you succeed; three major assignments make use of the handouts.

**AS.210.411.01**  
**Translation for the Professions**  
**Maria Del Rosario Ramos**

Overall quality of the class: 4.30

Summary:

The best aspects of this course are the professor's knowledge of and enthusiasm for the subject matter, the opportunities it provides to perfect Spanish language skills, and the range of topics covered, from medical texts, to business texts to social media language. Some students felt the professor was slow in providing feedback on assignments, which meant they could not use that feedback on the next assignment. Suggestions for improvement included providing more translation practice time and more consistent feedback. Prospective students should be disciplined, have a firm grasp of Spanish and be prepared to stay current on all assignments.

**AS.210.417.01-02**  
**Eloquent French**  
**Kristin Cook-Gailloud**

Overall quality of the class: 4.25

Summary:

The best aspects of this course are that the professor, who made classes fun and exposed students to many nuances of the French language, including advanced vocabulary, slang and idiomatic expressions. The course also provides opportunities to improve writing and comprehension skills. Some students felt the course was disorganized; it wasn't always clear when assignments were due, or what was expected. Grading standards could also be unclear. Suggested improvements were better overall organization and clearer expectations. Make it clear to students what assignments are due and when and adopt firm deadlines. Prospective



students should know this is not a traditional language course and should have a strong background in French and be comfortable with the language.

**AS.211.202.01**

**Freshman Seminar: A Thousand Years of Jewish Culture**

**Beatrice Lang**

Overall quality of the class: 5.0

Summary:

The best aspects of this course are the professor, who is passionate and knowledgeable about the subject and the classroom environment; since it's a seminar, it's a more intimate setting and students are more willing to share their ideas. No substantial negative aspects to the course or suggestions for improvements (only 4 responses to each question). Prospective students should be prepared to do all the readings; the coursework consists mainly of reading. Knowledge of the Hebrew alphabet is helpful.

**AS.211.222.01**

**Italian Cinema: The Classics, the Forgotten and the Emergent**

**Laura Di Bianco**

Overall quality of the class: 4.55

Summary:

The best aspects of this course are that homework consists mainly of watching films, students are immersed in Italian culture, and discussions revolve around students' perceptions of films, meaning there are no right and wrong answers. Students said they were responsible for screening films on their own time (two per week), which requires good time management skills. A suggestion for improvement was that one movie be screened in class and one outside of class to ease out-of-class time pressures. Prospective students should be prepared to make a significant time commitment to this course for the screenings and readings.

**AS.211.265.01**

**Panorama of German Thought**

**Marton Dornbach**

Overall quality of the class: 4.43

Summary:

The best aspects of this course were the focus on German philosophers and their contrasting views of humanity, the range of readings selected by a knowledgeable and enthusiastic professor, and the class discussions. Students felt some of the readings were quite dense and difficult to analyze. Suggested improvements were devoting more class time to discussion

rather than lectures, and focusing discussions on the readings. Prospective students should be prepared to devote time to challenging philosophical readings and written analysis.

**AS.211.278.01**

**Freshman Seminar: Eataly: An Exploration of Italian Food Cultures**

**Leonardo Proietti, Alessandro Zannirato**

Overall quality of the class: 4.47

Summary:

The best aspects of this course were the passion of the instructors for the material, class discussions, cooking meals, food tastings and gaining insights into Italian cuisine and culture. Some students felt the lectures were tedious and often repetitive, and could have been more challenging. Suggestions for improvement included a greater focus on food culture and how certain Italian dishes came to be, more cooking to make the class more engaging, and promoting more discussion by encouraging all students to complete the readings. Prospective students should be prepared to cook and to do the readings so they are ready for class discussions and weekly quizzes.

**AS.211.294.01**

**Freshman Seminar: Soccer in Brazil: Opium of the Masses**

**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.86

Summary:

The best aspects of this course were learning from a Brazilian soccer fan how the sport has influenced that country's history, culture and politics. The classroom environment also was informal, which encouraged students to participate in discussions. Some students felt the student presentations became repetitive at times and that readings could have been more diversified. A suggested improvement was to expand the readings beyond the textbook and include different authors. Prospective students should know this is not just a class about soccer, but about Brazilian life, history and culture.

**AS.211.328.01**

**Berlin Between the Wars: Literature, Art, Music, Film**

**Samuel Spinner**

Overall quality of the class: 4.55

Summary:

The best aspects of this course were the knowledge and insights offered by the professor and teaching assistant, the classroom discussions, the readings (which tended to be long and often demanding) and the weekly essays, which helped students develop their writing skills and learn

the material. Some students thought the workload – they were required to read a book and write an essay most weeks – was heavy and made it difficult to turn in quality work. A suggested improvement was to provide more time to write essays and to clarify expectations for them. Prospective students should be prepared to do extensive reading and writing.

**AS.211.394.01**

**Brazilian Culture & Civilization**

**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.49

Summary:

The best aspects of this course were the professor's passion for the subject, the ability to work with partners on presentations or other assignments, and an interesting selection of readings. The course explores a variety of topics, including Brazilian history, art, literature, pop culture and music. Some students said due dates for assignments were sometimes changed, which made for confusion, and pop quizzes did not always reflect the readings. Suggestions for improvement included fewer quizzes and more classroom discussion. Prospective students should be prepared to complete all the readings.

**AS.211.480.01**

**Religious Themes in Film and Literature**

**Neta Stahl**

Overall quality of the class: 4.79

Summary

The best aspects of this course were the professor's enthusiasm and her ability to lead meaningful discussions and ask provocative questions. The readings, films and discussions were thought-provoking. Some students said it was sometimes difficult to get class members to participate in discussions. Suggestions for improvement were to provide more consistent feedback on assignments so students would know their standing in the class, and breaking the final 10-paper paper into two smaller ones. Prospective students should know there are many films to watch and students need to budget their time. No film or religion background is necessary.

**AS.212.333.01****Introduction à la littérature française****Wilda Anderson**

Overall quality of the class: 4.82

**Summary**

The best aspect of this course is the professor, who brings the study of French literature to a higher level by showing how to analyze works and presenting them in their historical context. Students said there is intensive reading and most writing takes place in the second half of the semester. A suggestion for improvement was to spread out the readings and written analyses over the semester. Prospective students should be prepared to do an extensive amount of reading and to participate in advanced discussions in French.

**AS.212.333.02****Introduction à la littérature française****Elena Russo**

Overall quality of the class: 3.30

**Summary:**

The best aspects of this course were the professor's knowledge of the subject and her ability to draw the class into discussions. Some students felt the language in the works that were studied was outdated and difficult to understand. A suggested improvement was to assign more interesting reading. Prospective students should be proficient in French and prepared to do a great deal of reading.

**AS.212.344.01****Topics in French Cinema: Amour, Sexualité, Mariage****Suzanne Roos**

Overall quality of the class: 4.89

**Summary:**

The best aspects of this course were the knowledge and passion of the professor, the quality of the films that were screened and the discussions that followed. Students watched films in groups and on their own time. Students said they were asked to learn technical production terms that were included on the first test, but never came up in classroom conversation. A suggestion for improvement was to refer to technical terms throughout the course so students would be able to remember them. Prospective students should have at least an intermediate knowledge of French composition so they can write commentaries on the films. The class is entirely in French.

**AS.212.353.01-02**

**La France Contemporaine**

**April Wuensch**

Overall quality of the class: 3.90

Summary:

The best aspects of the course is that it provides a comprehensive overview of contemporary French culture and politics using a variety of sources, including children's books, diagnostic quizzes and in-class research. Classroom presentation and conversations also were informative. Some students said the professor did not always follow the syllabus so that it was sometimes difficult to determine what assignments were to be turned in and when. Suggested improvements include following the syllabus more closely and returning graded assignments more quickly. Prospective students should be prepared to write extensively and should be able to read, write and understand French.

**AS.212.429.01**

**Honors Thesis Prep**

**Wilda Anderson, Elena Russo, Derek Schilling**

Overall quality of the class: 4.0

Summary:

The best aspects of this course included: the ability to pick your own research topic, feedback from the instructors, and the monthly meeting to discuss the thesis. Some students felt that the instructors could have been more involved at the beginning of the writing process and that the expectations were occasionally unclear. Suggestions for improvement included individual meetings with the instructors, and more examples of outlines for thesis. Prospective students should be interested in writing a thesis and be able to keep on top of deadlines for the class.

**AS.212.431.01-02**

**Style, Gender and Politics from Marie-Antoinette to the Burqini**

**Elena Russo**

Overall quality of the class: 4.29

Summary:

The best aspects of this course were the use of various sources including secondary readings, first-hand accounts, paintings and pamphlets from the times; engaging discussions; and an interesting array of topics. Some students said readings were long and could be complex. A suggested improvement was more structured discussions. Prospective students for the French

section could benefit from knowledge of French language and history. A background in politics and economics also would help.

**AS.212.445.01**

**French Romanticism Across the Arts**

**Evelyne Ender**

Overall quality of the class: 4.88

Summary:

The best aspects of this course are ability for in-depth exploration of the subject matter and the professor's passion for the material. Some students felt uncertain about what the assignment were and when they were due. A suggested improvement was to stick more closely to the syllabus so students know when assignments are due. Prospective students should have a strong background in French; the class is taught entirely in French. This is also a good course for students who enjoy class discussions.

**AS.213.374.01**

**Existentialism in Literature and Philosophy**

**Jennifer Gosetti**

Overall quality of the class: 4.92

Summary:

The best aspects of this course were the professor and her ability to create a seminar environment that promoted discussion and promote understanding of large concepts in literature and philosophy. The professor is also quick to respond to emails. Some students that because of time constraints, it was sometimes not possible to complete discussion of reading material. A suggested improvement was to add another class to allow more in-depth discussion of texts. Prospective students should know that this course requires extensive reading.

**AS.214.349.01**

**Burning Books, Burning Ideas. Censorship and Free Speech in the Renaissance**

**Alberto Luca Zuliani**

Overall quality of the class: 5.0

Summary:

The best aspects of this course included an engaging professor, interesting subject matter, and visits to special collections. Some students felt there was a lack of opportunity for debate and that the small class size diminished the opportunity for discussion. Students should expect to keep on top of a heavy reading load and be ready to participate.

**AS.215.231.01****Introduction to Literature in Spanish****Eduardo Gonzalez**

Overall quality of the class: 3.42

**Summary:**

The best aspects of this course are the professor, who is very knowledgeable and enthusiastic about the subject, and the diversity of the articles and stories he assigned as readings. Some students felt that lectures were hard to follow, often veered off topic and were not always related to the readings. Students also said assignments were sometimes unclear, as were the grading standards. Suggestions for improvement included speaking Spanish more in class, better structured lectures and class discussions, and adhering more to the syllabus. Prospective students should know this class requires quite a bit of reading.

**AS.215.337.01****Teatro Espanol del Siglo del Oro****Harry Sieber**

Overall quality of the class: 3.43

**Summary:**

The best aspect of this course is the professor's knowledge of the subject matter. Some students felt there should have been more class participation. A suggested improvement was to encourage more class participation. Prospective students should have a foundation in Spanish; papers and readings are all in Spanish.

**AS.215.380.01****Modern Latin American Culture****Christian Quattrociocchi**

Overall quality of the class: 3.63

**Summary:**

The best aspects of this course were that it involved lots of class discussion, students could explore individual areas of interest, and that movies that were shown touched on important cultural topics. Students felt that the format for classroom discussions – breaking into groups, discussing readings, having the groups present to the rest of the class – became repetitive. Open discussions would have been more productive. Also, movies could be violent and graphic. A suggested improvement was to vary classroom activities to make discussions more interesting. Prospective students should know the class is taught in Spanish and they will be asked to make presentations in Spanish. Students should also be prepared to participate in class.

**AS.215.390.01**  
**Modern Spanish Culture**  
**Alfredo Cumerma**

Overall quality of the class: 4.38

Summary:

The best aspects of the course were the interactive lectures and augmenting texts with movies and television. The course also explained how historical events influenced aspects of contemporary Spain. Some students felt grading was slow. Suggestions for improvement included quicker grading and feedback on presentations. Prospective students should know the class is conducted mostly in Spanish. They should be prepared to do all the readings and participate in class.

**AS.215.406.01**  
**Novelist Intellectuals**  
**Becquer Seguin**

Overall quality of the class: 4.40

Summary:

The best aspects of this course included the range of topics covered, and the ability of students to pursue their own interest. The course also encouraged students to branch out and read novels they wouldn't otherwise have read. The course does require a lot of heavy reading and research to be able to understand some of the references made. Prospective students should know that this course requires a lot of independent work and novels must be read thoroughly.

**AS.215.413.01**  
**Cuba y España**  
**Eduardo Gonzalez**

Overall quality of the class: 3.78

Summary:

The best aspect of this course is the professor's use of poems, stories, biographies, movies and other devices to gain an understanding of the subject matter. The professor also allows students to pursue individual topics of interest. Some students said the course and the lectures can be unstructured, with the professor jumping from topic to topic and the syllabus often changing. Course objectives were unclear to some. Suggestions for improvement include greater clarity on assignments and grades and better organized lectures. Prospective students should be proficient in Spanish. The course has little class discussion and grading standards can be hard to understand.



**AS.215.463.01**

**Borges: His Fiction and Critical Essays**

Sara Castro-Klaren

Overall quality of the class: 4.40

Summary:

Fewer than 5 students responded to the questions on the qualitative portion of the survey.

**AS.216.373.01**

**War in Israeli Arts and Culture**

Neta Stahl

Overall quality of the class: 4.56

Summary:

The best aspects of this course were the classroom discussions and the use of film, television and literature to explore Israeli cultural and military history. The professor also knew her subject well. Some students said they didn't get feedback or grades on assignments and could not tell how they were doing in the course. A suggestion for improvement was to provide feedback/grades on presentations and responses to readings. Prospective students should know that no prior background in Israeli history is required; anyone can benefit from this class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.010.101.03-04  
Introduction to History of Western Art I  
Jennifer Stager**

Overall quality of the class: 3.89

**Summary:**

The best aspects of the course included the knowledgeable and helpful professor who made the material accessible, the numerous museum visits, and the variety of ways in which students were evaluated (e.g., exam, research essay, presentation, etc.). Some students felt that the lectures lacked class participation and moved too quickly while others thought there were too many readings that did not seem relevant and there was unclear guidance on assignments. Suggestions for improvement included a slower pace focusing on fewer eras, more interaction in class, Panopto recordings or PowerPoint presentations for review, and a lighter reading load. Prospective students should be prepared to do a great deal of reading and have an interest in art.

**AS.010.105.01  
Art of the Ancient Americas  
Lisa Deleonardis**

Overall quality of the class: 4.61

**Summary:**

The best aspects of the course included the passionate and knowledgeable professor, the interactive experiences at the archaeology museum and the Baltimore Museum of Art, the slide

presentations, and the interesting subject matter. Some students felt that there were unclear expectations regarding the exams while others noted that the assignments, particularly the field trips, were difficult to make up. Suggestions for improvement included having a Blackboard page, more discussion in class, and a clearer understanding of what to expect on the quizzes. Prospective students should take careful notes during the lectures and should know that no experience in art history is required in order to do well in the class.

**AS.010.114.01**

**Freshman Seminar: Mapping the Middle Ages: Sites and Destinations**

**John Lansdowne**

Overall quality of the class: 5.00

Summary:

The best aspects of the course included the engaging and intellectually stimulating professor, the free exchange of ideas in the class discussions, and the trips to the Baltimore Museum of Art and other cultural landmarks. Some students felt that the reading assignments did not always relate to the content of the course. Suggestions for improvement included more resources for exploration and a clarification of the title as the course focuses on art as well as maps. Since the classes involve a good deal of discussion, prospective students should keep up with their readings and think seriously about them.

**AS.010.203.01**

**Abstraction**

**Molly Warnock**

Overall quality of the class: 4.89

Summary:

The best aspects of the course included interesting lectures presented with skill by an engaging professor and the visits to the Baltimore Museum of Art. Some students felt that there was a good deal of reading that was not discussed and the classroom was dark and stuffy. Other students did not like the professor's limited office hours so they could not receive the guidance they wanted. Suggestions for improvement included a larger classroom, earlier guidance on the research papers, and more group discussions. Prospective students should be prepared to do a great deal of reading and participate in class lectures.

**AS.010.207.01****Art, Architecture and Urban Life in Renaissance Italy****Gavin Wiens**

Overall quality of the class: 4.86

**Summary:**

The best aspects of the course included interesting reading assignments and engaging class discussions. Also, the professor was very helpful and interested in what the students had to say. Some students felt that some of the readings were overly long and, if students fell behind, the class discussions suffered. Suggestions for improvement included shorter readings, adding a few short quizzes, and covering the impact of women on the era. Prospective students should keep up with the reading assignments as they are a critical part of the class discussions.

**AS.010.222.01****Representing Roman Power: Sculpture as Political Rhetoric from Republic to****Empire****Amy Miranda**

Overall quality of the class: 4.80

This class had 5 or fewer comments

**Summary:**

The best aspects of the course included the engaging professor who kept the sessions evenly balanced between lecture and discussion, the varied methods of teaching and grading, and the course structure which provided a foundation of understanding before moving into the chronological information. Some students felt that the readings were very dry and the amount of information covered could be overwhelming. Suggestions for improvement included more recent reading material, more class discussions, and more resources regarding the history of the sculptures. Prospective students could benefit from an understanding of art history terminology and be prepared to keep up with the readings.

**AS.010.310.01****The 'Long Sixties' in Europe****Molly Warnock**

Overall quality of the class: 4.50

This class had 5 or fewer comments

**Summary:**

The best aspects of the course included the knowledgeable and passionate professor, the well selected weekly reading assignments, and the opportunity to curate an art exhibition using object owned by JHU. Some students felt that the syllabus was not clear about deadlines and guidance on assignments while others were disappointed with the professor's limited office hours. Suggestions for improvement included structuring the class as one long weekly session rather than two short ones, providing art slides to compliment the reading assignments, and offering expanded office hours. As the readings are quite complex, prospective students could benefit from prior knowledge of art history and should be prepared to keep up with the reading assignments.

**AS.010.320.01****Art of Colonial Peru****Lisa Deleonardis**

Overall quality of the class: 4.20

**Summary:**

The best aspects of the course included the knowledgeable and enthusiastic professor, the interesting subject matter, and the course structure allowing for two presentations and two quizzes. Some students felt that the classes were somewhat disorganized, the readings were dense, and the course itself was focused more on history than art. Others would have liked to have seen better grading feedback. Suggestion for improvement included offering a Blackboard site and shifting the focus of the course more toward the art than history. Prospective students should understand that the course is heavily weighted toward historical content and keeping up with the reading assignments is essential.

**AS.010.425.01**

**Patronage and Power: The Art of the Book in the Middle Ages**

**Christopher Lakey**

Overall quality of the class: 4.80

Summary:

The best aspects of the course included the interesting readings, the stimulating class discussions, and the professor's willingness to allow the students to choose topics for their presentations and final project based on their own interests. Some undergrad students felt intimidated by the graduate student's broader knowledge while others thought that not receiving grades in a timely manner and not knowing which readings were primary made it difficult to research the final paper. Suggestions for improvement included giving more time to the grad students for their presentations, making it clear that students could pursue a project rather than a paper, and incorporating more of the readings into the discussions. Prospective students would benefit from a background in medieval art history and be prepared to keep abreast of the reading assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
HISTORY OF SCIENCE & 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.140.105.01-02; .04-06; .08**

**History of Medicine**

**Gianna Pomata**

Overall quality of the class: 4.21

**Summary:**

The best aspects of the course included the interesting medical and historical information covered, the engaging professor, and the field trip to the Welch Medical Library. Some students thought that the lectures could be a bit dry and fast moving while others felt that the grading on essays was unclear with little guidance as to expectations. Also, the heavy reading workload could be overwhelming at times. Suggestions for improvement included a slower pace to the lectures, having slides posted online prior to the lecture, and a more specific grading criteria for essays. Prospective students should understand that the course is weighted toward history and should be prepared to have a great deal of reading assignments.

**AS.140.146.01**

**History of Public Health in East Asia**

**Marta Hanson**

Overall quality of the class: 4.60

**Summary:**

The best aspects of the course included learning about public health from the East Asian perspective and being taught by a knowledgeable and charismatic professor. The interactive nature of the class and the professor’s willingness to help students outside of class were also

highlights. Some students felt that the lectures were disorganized and the grading on writing assignments were strict. Suggestions for improvement included providing clearer guidance on expectations for assignments, using Blackboard for uploading assignments rather than Omeka, and reducing the reading and writing assignments. Prospective students should be prepared to do a great of reading and write a short paper each week.

### **AS.140.176.01**

#### **Public Health in East Asia Through Films & Documentaries**

**Marta Hanson**

Overall quality of the class: 4.61

#### Summary:

The best aspects of the course included the carefully curated selection of films that covered a wide range of perspectives on public health in East Asia and the lively discussions led by a knowledgeable and engaging professor. Some students thought that certain films were of poor quality and lacked subtitles while others felt that the length of time devoted to the films limited class discussion. Having the class on a Thursday night made it particularly challenging to stay focused. Suggestions for improvement included using films of better video quality, more guidance on assignments, and offering the class on a two-sessions-per-week schedule so film viewing and class discussions could be separated. The course is well suited for students with an interest in public health or East Asia. Prospective students should be prepared to attend class regularly and keep track of the assignment deadlines in the syllabus.

### **AS.140.311.01**

#### **Ecology, Health, and the Environment**

**Sharon Kingsland**

Overall quality of the class: 4.17

#### Summary:

The best aspects of the course included the interesting student presentations and research paper and the opportunity to create a final project that reflected the student's personal interests. The professor was extremely generous with her one-on-one feedback, creating an environment for success. Some students felt that the classes were focused mostly on lectures with little class discussion and others thought that there was insufficient guidance regarding reading and writing assignments. Suggestions for improvement included more class discussions and more writing assignments. Prospective students should be aware that the course is weighted more toward history than science and should seek out assistance from the professor or TA as they provide useful feedback.



**AS.140.313.01****Psychopolitics: Science, Mind, and Society****Samuel Scharff**

Overall quality of the class: 4.75

**Summary:**

The best aspects of the course included fascinating reading assignments along with engaging and eye-opening class discussions led by a passionate professor who sought to challenge students' perceptions about science, medicine, and life. The professor's engaging lectures, the interactive class discussions that balanced teacher and student participation, and clear and helpful feedback on assignments were also highlights. Some students felt that the lengthy reading assignments were a challenge to keep up with. Suggestions for improvement included fewer readings or breaking the readings out into more manageable segments and adding more writing assignments. Prospective students should be prepared for a great deal of reading and should be open to having thoughtful discussions about science, philosophy, and medicine.

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

Overall quality of the class: 4.32

**Summary:**

The best aspects of the course included the use of primary source material in the readings and the interesting discussions led by an engaging and skillful professor. Some students felt that the grading criteria was unclear while others thought the lectures were a little disorganized. Suggestions for improvement included longer discussion sessions, more organized lectures with PowerPoint slides that have descriptive texts, and a clearer grading criteria for assignments. Since the course uses many primary sources as reading assignments, prospective students should be prepared for the added challenge these complex texts will provide. Also, although the course is not writing intensive, prospective students should keep up with their essays and seek feedback from the TA.

**AS.140.322.01**

**Follow the money: Science, technology, and the 'knowledge economy,' c.1800-present**

**Joris Mercelis**

Overall quality of the class: 3.50

Summary:

This class had 5 or fewer comments.

**AS.140.326.01**

**Debating Evolution: From Darwin to Sociobiology**

**Emilie Raymer**

Overall quality of the class: 4.62

Summary:

The best aspects of the course included the interesting subject matter and the seminar style of the course which allowed for a free exchange of ideas. Also, the assignments were reasonably spaced throughout the course and the professor was accessible outside the classroom. Most students felt that the reading assignments were too long and the primary suggestion for improvement was shorter or fewer reading assignments. Prospective students should be prepared to have lengthy reading assignments and be ready to engage actively in class discussions.

**AS.140.356.01**

**Man vs. Machine: Resistance to New Technology since the Industrial Revolution**

**Joris Mercelis**

Overall quality of the class: 4.00

Summary:

The best aspects of the course included the fascinating reading assignments, the weekly student presentations, and the opportunity for students to tailor their project topics to their own interests. Also, the professor and TA offered encouraging feedback. Some students felt that the discussions were too specific and not open to a wider conversation while others did not like the fact that the final project was a group assignment. Suggestions for improvement included covering fewer topics in greater depth and seeing examples of the final project so that

expectations would be clearer. Prospective students should be prepared to devote a good deal of time to the essay and final project and be ready to give a class presentation.

**AS.140.441.01**

**Metaphor in Science and Medicine**

**Daniel Todes**

Overall quality of the class: 4.80

Summary:

The best aspects of the course included the intellectually rigorous lectures and discussions with a mix of graduate students and undergrads, the engaging and fascinating readings, and the clear guidance provided from the professor and the syllabus. The professor offered patient guidance and appreciated the students' opinions. Some students felt that the reading workload was heavy. Suggestions for improvement included student-led class discussions, offering reading assignments that cover a wider array of methodologies, and offering shorter or fewer readings. Prospective students should be prepared to not only do a great deal of reading, but also delve deeply into the material and contribute meaningfully to class discussions.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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**

**The Medieval World**

**Gabrielle Spiegel**

Overall quality of the class: 4.25

**Summary:**

The best aspects of the course included the fascinating reading assignments, often using primary sources, and the weekly writing assignments which helped students develop a deeper understanding of the material. The knowledgeable professor helped students understand the common misconceptions about the Middle Ages. Some students felt that the lectures moved too quickly and it was difficult to take notes while other students thought the assignment requirements were vague. Suggestions for improvement included providing more information about the political and social environment rather than focusing so much on religion, offering a clearer rubric for exams and essays, recording the lectures for later review, and using more visual aids. Prospective students should be aware that the course focuses heavily on religion and be prepared to take careful notes, have a fair amount of readings, and write a weekly essay.

**AS.100.104.01-04****Modern Europe and the Wider World****Peter Jelavich**

Overall quality of the class: 4.12

**Summary:**

The best aspects of the course included a knowledgeable and engaging professor who presented the lectures like a compelling story, the readings based primarily on original sources, and the lively discussions that offered different schools of thought. Some students felt that the reading assignments were long and complex while other students thought that insufficient time was given for the essays. Also, they thought the essays did not appear to have much relationship to the lectures. Suggestions for improvement included more structured discussion sessions that emphasized analysis of history, clearer guidance on expectations for essays and exams, and fewer reading assignments. Allowing more time to complete essays and posting PowerPoint slides online were other suggestions for improvement. Prospective students should have an interest in modern European history and be prepared to do a great deal of reading.

**AS.100.123.01****Introduction to African History: Diversity, Mobility, Innovation****Pier Larson**

Overall quality of the class: 4.16

**Summary:**

The best aspects of the course included the interesting lectures presented by a knowledgeable and enthusiastic professor, the fascinating readings, and the professor's ability to synthesize the expansive themes of the course into digestible material. Some students felt that, because attendance was not mandatory, class participation suffered in the discussions and the group project. Other students thought that the requirements for the written assignments were vague and the feedback was lacking. Suggestions for improvement included releasing writing prompts sooner, more class discussions, and offering a more structured group project with check-ins and deadlines so that all students are forced to participate equally. Prospective students should be prepared to take careful notes in the lectures and work on a group project.

**AS.100.154.01****Modern Mexico from the Alamo to El Chapo****Casey Lurtz**

Overall quality of the class: 4.5

**Summary:**

The best aspects of the course included interesting readings using primary source material, the interactive class activities, and the Avatar journal assignments that made students empathetic to particular groups in Mexican history. The engaging and enthusiastic professor created a fun and creative environment. Some students felt that, because they had to participate in a group presentation every few weeks, the workload was heavily weighted on those weeks. Other students would have liked clearer guidance on the grading system for assignments. Suggestions for improvement included greater focus on more recent events, clearer guidance and feedback on assignments, and lightening the workload for students on the weeks when they have a group presentation. Prospective students should be prepared to keep up with the reading assignments and actively participate in class discussions.

**AS.100.193.01****Undergraduate Seminar in History****Francois Furstenberg**

Overall quality of the class: 4.75

**Summary:**

The best aspects of the course included the thought-provoking discussions, the use of atypical sources like podcasts and graphic novels, and the professor's in-depth feedback on assignments. Several students felt that some of the readings were overly long. Other students cited lack of continuity in grading between the professor and the TA as a concern. Suggestions for improvement included shorter readings, more clarity in grading, and establishing set deadlines and check-ins so students are aware of how they should be progressing with their research. Prospective students should be prepared to keep up with the reading assignments and place a great deal of care in their writing assignments.

**AS.100.193.02****Undergraduate Seminar in History****Laura Mason**

Overall quality of the class: 4.45

**Summary:**

The best aspects of the course included the interesting reading assignments, the intellectual freedom afforded to students, and the useful feedback received from the personable and helpful professor and TA. Some students felt that the ambiguous expectations and one-session-per-week schedule caused them to fall behind on their readings and research. Other students felt that the reading workload was not evenly distributed throughout the course. Suggestions for improvement included providing readings that are more recent or less theory-based, clearer guidance on assignment requirements in the syllabus, and having a few more check-ins or in-class discussions regarding outside research so students do not fall behind or get lost. Prospective students should have a strong interest in history and be prepared to work on a substantial research project.

**AS.100.215.01****Freshman Seminar: US-USSR Cold War****Jeffrey Brooks**

Overall quality of the class: 4.0

**Summary:**

The best aspects of the course included the engaging reading assignments and films, the interesting lectures presented by a knowledgeable and experienced professor, and the emphasis on developing polished writing skills and analytical thinking. The professor's commitment to helping students write better and comprehend readings more clearly was especially appreciated by many students. Some students felt that the amount of reading could be overwhelming at times while other students found the course to be somewhat disorganized with an ever-changing syllabus and lectures that could go off-topic. A reduced reading workload was the main suggestion for improvement. Other students suggested more organization to the course including a clearer syllabus and using PowerPoint for lectures. Prospective students would benefit from having an expository writing course before taking the class and should be prepared to do a great deal of reading and writing.

**AS.100.220.01**

**Freshman Seminar: Trade Wars: Commerce and Competition in the Early Modern World  
Christopher Consolino**

Overall quality of the class: 5.0

This class had 5 or fewer comments.

**AS.100.233.01**

**History of Modern Germany  
Victoria Harms**

Overall quality of the class: 4.22

Summary:

The best aspects of the course included the engaging lectures conducted by a knowledgeable and passionate professor, the interesting reading selections, and essay assignments that were relevant. Some students felt that the grading on quizzes was a bit arbitrary while others thought the feedback on essays was unclear. Suggestions for improvement included more discussion of the readings, clearer guidance on expectations for the essays, and offering quizzes that are based more on the readings. Prospective students would benefit from a background in European history and should be prepared to keep up with the reading assignments as they are discussed thoroughly in class.

**AS.100.241.01-02**

**American Revolution  
Philip Morgan**

Overall quality of the class: 4.37

Summary:

The best aspects of the course included the engaging and well-organized lectures led by the knowledgeable and passionate professor, the informative textbooks and films, and the mock Constitutional Convention. The course looked at the historical period through a diverse array of perspectives. Some students felt the reading workload could be overwhelming while others would have liked clearer guidance on expectations for the research paper and exams. Suggestions for improvement included having more in-class discussions and offering more outside resources such as movies or TV shows. Covering other aspects of the era such as military tactics used in the war and the perspectives of other nations regarding the revolution was another suggestion for improvement. Prospective students should be prepared to keep up on their readings as they are discussed each week in class.



**AS.100.243.01-2****China: Neolithic to Song****Tobie Meyer-Fong**

Overall quality of the class: 4.06

**Summary:**

The best aspects of the course included the engaging lectures and discussions facilitated by the knowledgeable and engaging professor, the interesting reading assignments, and the wide range of themes covered in the course. Some students thought that the research papers were scheduled too close together so that the students had not gotten feedback on the first paper before the second paper was due. Other students felt that the readings were remarkably long and the pace of the lectures was too fast. Suggestions for improvement included offering more concise reading assignments and providing PowerPoint presentations with notes for later review. Spacing out writing assignments and providing feedback on those assignments in a timely manner was another suggestion for improvement. Prospective students should be aware that the course focuses heavily on the anthropological and archaeological aspects of China and should be prepared to keep up with the readings and attend every class.

**AS.100.244.01****The Power and Politics of Clothing in American History****Sarah Templier**

Overall quality of the class: 4.08

**Summary:**

The best aspects of the course included lively discussions led by a knowledgeable and enthusiastic professor, a small class that allowed each student to receive ample feedback, and the clearly structured homework and evaluation schedule. Some students felt that certain content overreached in connecting clothing to history while other students thought there were too many small assignments. Suggestions for improvement included moderating the class discussions so that everyone has a chance to participate and a reduction in small assignments in favor of a few large assignments. Prospective students should have an interest in fashion and be prepared to write papers in the Chicago style.

**AS.100.260.01****Boom, Bust, and the Rise of Financial Capitalism in America, 1700-1900****Joseph Wallace**

Overall quality of the class: 4.4

The best aspects of this class included an engaging professor, interesting readings and a small class size which facilitated discussion. Some students felt that the reading assignments could be too long and that the class was not always prepared to fully participate in discussions. Suggestions for improvement included slides to help with review for midterms, and more primary source evaluations. Prospective students should know that the course is reading intensive and the participation is a large portion of the grade.

**AS.100.291.01****Medicine in an Age of Empires, 1500-1800****Zachary Dorner**

Overall quality of the class: 4.58

Summary:

The best aspects of the course included the stimulating class discussions, the well-selected readings that were relevant to the lectures and discussions, and the helpful and caring professor who goes out of his way to provide assistance and feedback to students. Some students felt that certain readings were excessively long and other readings were difficult to locate. Other students thought that, because the readings were long and complicated, students were hesitant to engage in class discussions. Suggestions for improvement included a more condensed reading list, additional visual aids like PowerPoint slides and documentaries, and more structured class discussions or other class activities that would encourage more engagement. Prospective students should be prepared to have a great deal of reading assignments and participate in class discussions. It is well suited to STEM students who have an interest in history.

**AS.100.301.01****America after the Civil Rights Movement****Nathan Connolly**

Overall quality of the class: 4.56

Summary:

The best aspects of the course included the captivating lectures and discussions moderated by an inspirational professor, the nuanced reading assignments, and participating in an oral history project. Some students felt that the reading workload was overwhelming while other students

thought the instructions for the writing assignments and the oral history project were vague. Suggestions for improvement included more guidance on assignments, fewer readings, having readings available on Blackboard or EReserves, and having a group presentation where students could benefit from the input of their peers. Prospective students should be comfortable with discussing issues of race and be prepared to conduct interviews as part of the oral history project.

**AS.100.323.01**

**America in the 1960s**

**Ronald Walters**

Overall quality of the class: 3.95

Summary:

The best aspects of the course included the engaging lectures, the fascinating readings, and the professor's willingness to provide feedback and additional resources to students. Some students felt that the two-and-a-half hour session was too long and lacked focus, causing students to not participate in discussions. Other students thought that the guidance for the mid-term and final papers was vague. Suggestions for improvement included having two shorter sessions per week, soliciting more participation in class discussions, and providing more concrete questions for the writing assignments. Students would benefit from a background in History and be prepared to write two papers of about 10 pages in length.

**AS.100.326.01**

**From Blood Feud to Black Death: European Society in the High Middle Ages, 1000-1400**

**Anne Lester**

Overall quality of the class: 4.64

Summary:

The best aspects of the course included the varied and engaging reading material and the thought-provoking lectures and discussions led by a professor who is knowledgeable and deeply invested in this period of history. Some students felt that the readings, particularly the lengthy primary sources, could be overwhelming at times while others were challenged by the number of writing assignments. Suggestions for improvement included shorter reading assignments or extending the time allotted for the more lengthy readings and less emphasis on hagiography. Students also suggested further exploration of other parts of Europe like Germany and Eastern Europe and discussion of the interaction of European nations with the outside world during this time period. Prospective students would benefit from a background in English as the course leans toward the Humanities and should be prepared to have a great deal of reading assignments.

**AS.100.329.01****Russian Imagination in Three Revolutions****Jeffrey Brooks**

Overall quality of the class: 4.67

**Summary:**

The best aspects of the course included the multi-media approach to the subject which offered greater insight and analysis, the knowledgeable and passionate professor, and his precise and meaningful feedback on writing assignments. Some students felt that the 3-hour class session was too long to stay focused on the material while other students thought the heavy reading workload could be burdensome. Suggestions for improvement included having two shorter sessions per week, making the required readings more accessible through the library, and providing more lead time for journal prompts. Another suggestion was to have better AV equipment available in the classroom since the course relies on DVDs and VHS tapes. Prospective students should have an interest in Russia and Russian culture and be prepared to have a great many reading assignments.

**AS.100.356.01****W.E.B. Du Bois and the Problem of the Color-Line****Allon Brann**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

**AS.100.389.01****History of Law and Social Justice****Martha Jones**

Overall quality of the class: 4.47

**Summary:**

The innovative use of Twitter chats was the best aspect of the course. Students also liked the interesting reading assignments and the knowledgeable and passionate professor. Some students felt that the readings were unevenly spaced throughout the semester. Other students thought that there was insufficient feedback and was not received until later in the course. Suggestions for improvement included distributing the reading assignments more evenly, offering smaller assignments that would provide an opportunity for feedback, and providing more feedback on the Twitter chats. Prospective students should have an interest in social justice and the Supreme Court and be prepared to engage in Twitter discussions.

**AS.100.423.01**  
**Multiethnic Japan**  
**Hayang Kim**

Overall quality of the class: 4.88

Summary:

The best aspects of the course included the thought-provoking discussions led by an engaging and caring professor, the interesting readings, and the expansive amount of material covered in a nuanced way. Some students felt that the reading workload was overwhelming at times while other students thought that there was insufficient turnaround time for the synthesis paper. Suggestions for improvement included providing a historical context for the material early on, offering activities to encourage more student participation, and providing clearer feedback on essays. Prospective students would benefit from a background in East Asian studies and be prepared to do a great deal of reading.

**AS.100.426.01**  
**Popular Culture in Early Modern Europe**  
**John Marshall**

Overall quality of the class: 4.50

Summary:

The best aspects of the course included the fascinating reading assignments, the knowledgeable and engaging professor, and the interesting discussions that were expertly moderated so that a variety of perspectives were presented. Some students felt that the reading assignments were lengthy while other students thought that the lack of graded assignments made it difficult to gauge one's progress. Suggestions for improvement included having more resources available through the library, longer class sessions to allow for ample discussion time, and offering discussion questions with each reading assignment so the discussions could be more focused. Because the course has few written assignments and exams, prospective students should be prepared to have a great many reading assignments and participate actively in class discussions.

**AS.100.494.01****Senior Honors Seminar****Erin Rowe**

Overall quality of the class: 4.17

**Summary:**

The best aspects of the course included the peer feedback, the one-on-one discussions with the TA, and the fact that the course was guided but did not limit the student's exploration of paper writing. Some students felt that the course dedicates too much time to forming the focus of the paper while other students were not pleased with having two groups of students each with different deadlines. Suggestions for improvement included having a session where students submit outlines of their prospectuses and offering more consistent deadlines. Since the seminar is built around writing the final thesis, prospective students should choose a topic that they are passionate about and make full use of the professor and TA in guiding one through the process.

**AS.100.497.01****Year of Revolt: 1968 in Europe****Victoria Harms**

Overall quality of the class: 4.86

**Summary:**

The best aspects of the course included the diverse and compelling reading sources, the engaging lectures led by a knowledgeable and captivating professor, and the lively discussions that brought out a wide range of perspectives. Some students felt that the once-per-week session was too long and scheduled too late in the evening. Other students thought that the reading assignments did not always correspond with the class lectures or discussions. Suggestions for improvement included having two sessions per week, scheduling the class earlier in the day, and implementing some class presentations to stimulate discussion. Prospective students would benefit from a background in the political history of Europe.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
INTERDEPARTMENTAL**

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

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

**AS.360.105.01**

**Intro to Hopkins: Arrive & Thrive**

**Patrick Trujillo**

Overall quality of the class: 3.67

**Summary:**

The best aspects of the course included the relaxed atmosphere of the classes, learning about the resources available on campus, and discovering life skills and insights that help students adapt to life at Hopkins. Some students felt that a great deal of the material covered was repetitive while other students found the homework assignments to be unproductive. One suggestion for improvement was to shorten the course by eliminating such things as the ice breakers and focusing only on the most important topics. Other suggestions for improvement included assigning fewer homework assignments and having guest speakers who could shed light on the different resources available on campus. This course is well suited to prospective students who are intimidated by the transition from high school to college and would like to learn about resources and skills that can aid in that transition.

**AS.360.105.02****Intro to Hopkins: Arrive & Thrive****Kathleen Sindt**

Overall quality of the class: 3.71

**Summary:**

The best aspects of the course included learning how to map future plans like resume building and four-year goals, gaining an overview of the myriad resources available at Hopkins, and meeting new people. Some students felt that the library scavenger hunt was confusing and did not provide much insight into using the library. Other students thought that there were too many homework assignments and much of the information was covered in a superficial manner. Suggestions for improvement included focusing more on academic and extracurricular opportunities, offering more interactive activities, and covering fewer resources but in greater depth. This course is well suited to prospective students who would like to learn about resources and skills that can aid in the transition from high school to college and would also like to develop skills for planning one's academic future.

**AS.360.105.03****Intro to Hopkins: Arrive & Thrive****Jonathan Kindred**

Overall quality of the class: 4.21

**Summary:**

The best aspects of the course included developing planning skills like Google Calendar and four-year goals, gaining an overview of the myriad resources available at Hopkins, and getting to know fellow freshmen through open group discussions. Some students felt that there were not enough group activities and that many students were reluctant to participate. Other students thought that there were too many homework assignments and most were not stimulating. Suggestions for improvement included focusing more on academic and career-building opportunities rather than personal life skills and offering more interactive activities that encouraged students to participate. Prospective students who would like to develop skills for navigating college life and planning one's academic future would benefit from this course. They should be prepared to stay abreast of their homework assignments and participate in class.



**AS.360.105.04****Intro to Hopkins: Arrive & Thrive****Jennifer Baker**

Overall quality of the class: 4.43

**Summary:**

The best aspects of the course included learning how to map future plans for one's four-year college journey, gaining an overview of the myriad resources available at Hopkins, and the relaxed atmosphere. Some students felt that the Capstone Project was not as useful as other material covered. Other students did not like the early start time or the classroom conditions. Suggestions for improvement included focusing more on athletic opportunities and developing time management skills, having guest speakers from around the campus, and using a different classroom with a later start time. This course is well suited to prospective students who would like to learn about resources and skills that can aid in the transition from high school and would also like to develop skills for planning one's own academic future.

**AS.360.105.05****Intro to Hopkins: Arrive & Thrive****Eric Simmons**

Overall quality of the class: 3.60

**Summary:**

The best aspects of the course included learning how to map future plans like resume building and four-year goals, having guest speakers from around the campus who spoke about the various resources available at Hopkins, and the helpful information presented in a relaxed environment. Some students felt that the required discussion board posts were time consuming and did not enhance the learning process. Other students thought that the class exercises did not foster class bonding. Suggestions for improvement included providing more challenging content that focused specifically on resources at Hopkins and fewer mandatory events outside of class. This course is well suited to prospective students who would like to develop resources and skills for planning one's academic future. Prospective students should be prepared to keep up with all class assignments.

**AS.360.105.06****Intro to Hopkins: Arrive & Thrive****Irene Ferguson**

Overall quality of the class: 4.53

**Summary:**

The best aspects of the course included learning lifestyle tips and study techniques from a helpful and caring instructor, having guest speakers from around the campus who spoke about the various resources available at Hopkins, and the interactive class assignment that built friendships. Some students did not enjoy the final project while other students felt that the workload took time away from other commitments. Suggestions for improvement included more information about career planning like internships and summer programs and expanding the academic planning unit. This course is well-suited to prospective students who would like to learn about resources and skills that can help with the transition from high school to college in a relaxed and supportive environment.

**AS.360.105.07****Intro to Hopkins: Arrive & Thrive****Malissa Rivera**

Overall quality of the class: 4.31

**Summary:**

The best aspects of the course included the weekly check-ins to see how students were adjusting to college life, learning about the various resources available at Hopkins and the community at large, and acquiring useful skills for success in academic life. Some students felt that the class was too long for the amount of material covered while other students thought that the group activities were ineffective at encouraging student participation. Suggestions for improvement included more effective group activities, exploring the campus or having field trips, and reducing the time spent in class. This course is well suited to prospective students who would like to learn about resources and skills that can help with the transition from high school to college in a relaxed and supportive environment.

**AS.360.105.08****Intro to Hopkins: Arrive & Thrive****Jessica Mervis**

Overall quality of the class: 3.77

**Summary:**

The best aspects of the course included learning about the myriad resources available at Hopkins from guest speakers, creating a four-year academic plan, and interacting with fellow freshman in a small class environment. Some students felt that the workload was quite heavy for a one credit course. Suggestions for improvement included having more field trips around Baltimore, reducing the length of the class, and assigning less time consuming homework assignments. This course is well suited to prospective students who feel disconnected from the Hopkins experience and would like to learn about useful resources to manage one's academic and personal life. Prospective students should not underestimate the workload and keep up with the assignments.

**AS.360.105.09****Intro to Hopkins: Arrive & Thrive****Michelle Solomon**

Overall quality of the class: 4.27

**Summary:**

The best aspects of the course included learning about the myriad resources available at Hopkins in a relaxed atmosphere, gaining useful organizational skills like creating a four-year academic plan, and interacting with fellow freshman. Some students felt that the weekly assignments were redundant and not helpful. Suggestions for improvement included having more intellectually stimulating activities and offering the class later in the day. This course is well suited to prospective students who would like to develop organizational skills that can enhance the academic experience at Hopkins. Prospective students should take the course seriously and attend every class.

**AS.360.105.10****Intro to Hopkins: Arrive & Thrive****Adriene Breckenridge**

Overall quality of the class: 3.79

**Summary:**

The best aspects of the course included learning about the myriad resources available at Hopkins in a relaxed atmosphere, gaining useful organizational skills like creating a four-year

academic plan, and interacting with fellow freshman. Some students felt that certain required events were not helpful while other students found the pace of the course to be uneven with some subjects given more emphasis to the detriment of others. Suggestions for improvement included visiting different areas of the campus, more one-on-one interaction with the instructor, and providing more guidance to undecided students. This course is well suited to prospective students who would like to learn more about college resources and develop organizational skills that can enhance the academic experience at Hopkins. Prospective students should take the course seriously and attend every class.

**AS.360.111.01**

**Special Opportunities in Undergraduate Learning Tutorials**

**Yunshan Ye**

Overall quality of the class: 3.87

Summary:

The best aspects of the course included the helpful and passionate professor, finding out about the plethora of online resources, and learning how to write various research papers, grant proposals, and scholarship applications. Many students felt that the two-hour class sessions were overly long for the material covered. Suggestions for improvement included shortening the length of class, having more opportunities for class discussion, and providing more guidance on the final proposal. This course is helpful for any student who is looking to pursue research of any kind. Prospective students would benefit from having a research topic in mind before starting class.

**AS.360.111.02**

**Special Opportunities in Undergraduate Learning Tutorials**

**Heidi Herr**

Overall quality of the class: 4.82

Summary:

The best aspects of the course included the knowledgeable and approachable professor, and interacting with old books and manuscripts and gaining a sense of the American culture behind them. Many students felt that the class sessions were overly long, particularly for a late afternoon course. Other students would have preferred more time devoted to lecture. Suggestions for improvement included shortening the length of class, having more opportunities for class interaction, and providing more one-on-one instruction. Prospective students would benefit from an interest in cookbooks and the evolution of cuisine over time.

**AS.360.111.03****Special Opportunities in Undergraduate Learning Tutorials****Shannon Robinson**

Overall quality of the class: 4.08

**Summary:**

The best aspects of the course included the dynamic and engaging short stories selected for the class, the opportunity to write creatively and share work with the class, and the valuable feedback provided by the professor. Some students found it challenging to write a short story each week while others thought it was costly and inconvenient to print copies of their stories for class. Suggestions for improvement included finding different printing arrangements, offering more structured lectures where the professor could share her expertise, and reading more stories by professional authors. Prospective students should be prepared to write a short story every week and actively participate in class discussions.

**AS.360.111.04****Special Opportunities in Undergraduate Learning Tutorials****Giovanna Dore**

Overall quality of the class: 4.43

**Summary:**

The best aspects of the course included the opportunity to write about economics in an Op-Ed piece and the policy presentation, the informative PowerPoint presentations, and the professor's ability to tie the material in with her real-world experiences at the World Bank. Some students thought that the amount of required reading was heavy for a one-credit course. Other students found the guidelines for assignments to be vague. Suggestions for improvement included more structured lectures, fewer readings where the class could discuss the material in more depth, and better guidance on expectations for assignments. Prospective students would benefit from a background in Economics and should be prepared to have a great deal of reading.

**AS.360.111.06****Special Opportunities in Undergraduate Learning Tutorials****Calliope Holingue**

Overall quality of the class: 4.31

**Summary:**

The best aspect of the course was learning about the various aspects of how the mind and body work together. The thorough and passionate professor presented her lectures with well-

organized PowerPoint presentations in a relaxed atmosphere. Some students felt that the student presentations took away valuable time from the lectures while other students thought that the research papers were difficult to understand. Suggestions for improvement included reducing the time devoted to student presentations and limiting the number of research papers so material could be discussed in greater depth. Prospective students should be prepared to read complex research papers on a weekly basis.

**AS.360.111.07**

**Special Opportunities in Undergraduate Learning Tutorials**

**Sydney Doyle**

Overall quality of the class: 4.36

Summary:

The best aspects of the course included having the opportunity to write nature poems and receive constructive criticism from one's peers. The professor encouraged students to experiment with different forms and topics in a relaxed environment. Some students felt that, because students posted poems and feedback on a discussion board before class, the in-class discussions were not very lively. Other students thought that the focus of the course was too narrow and did not offer enough in-depth analysis. Suggestions for improvement included more analysis of famous poems, having a smaller class to facilitate better discussions, and having more ice-breakers early on to make students feel more open to discussions. Prospective students should enjoy writing nature poetry and be prepared to provide feedback on other students' poetry.

**AS.360.111.08**

**Special Opportunities in Undergraduate Learning Tutorials**

**Ashley Grant**

Overall quality of the class: 4.42

Summary:

The best aspects of the course included the fascinating material concerning a wide range of topics related to education, the engaging professor who made an effort to take the students' special interests into account when recommending course material, and the interesting discussions. Some students felt that the class sessions were too long to encourage active engagement while other students thought the workload was a bit heavy for a one-credit course. Suggestions for improvement included dedicating more time to the final project, offering more reading or outside resources that reflect the students' interests, and making the course a full freshman seminar. Prospective students should have an interest in Education and be prepared to cover a wide range of topics in a few weeks.

**AS.360.111.09****Special Opportunities in Undergraduate Learning Tutorials****Stephanie Gamble**

Overall quality of the class: 3.94

**Summary:**

The best aspects of the course included the engaging lectures taught by a knowledgeable and passionate professor, the guest lecture from a librarian concerning the security of intellectual information, and having the opportunity to learn an unusual and complex subject in a relaxed environment. Some students felt that the long class session made the lectures tedious at times while other students were dismayed that so many students were not willing to participate. Suggestions for improvement included offering the class twice per week, relating the material to more current computing applications, and offering a group assignment where students could apply the knowledge to a real world situation. This course is well suited to prospective students who have an interest in informational rights in today's technological world.

**AS.360.111.10****Special Opportunities in Undergraduate Learning Tutorials****Yumeng Hao, Natalie Joe**

Overall quality of the class: 4.13

**Summary:**

The best aspect of the course was the opportunity to learn the basics of CRISPR technology in a relaxed environment without a heavy workload. The professors were knowledgeable in the field and explored many topics and ethical issues related to CRISPR technology. Students with less background knowledge of CRISPR felt that the professors assumed the students knew more about the subject than they did and fell behind as a result. Other students thought that the class structure did not allow for much interactivity. Suggestions for improvement included more class discussion, more hands-on activities, and learning more about CRISPR applications in humans. Prospective students should have an interest in genetic editing and be prepared for lengthy lectures.

**AS.360.111.11****Special Opportunities in Undergraduate Learning Tutorials****Thomas Beckwith**

Overall quality of the class: 4.5

**Summary:**

The best aspects of the course included reading short stories by a variety of interesting authors, having the freedom to explore other writing styles in the assignments, and the workshop environment created by the knowledgeable professor. Some students felt that the amount of reading was heavy while other students thought the feedback on writing assignments was unclear. Suggestions for improvement included having two sessions per week so the discussions would be more focused and assigning more readings that can be found online. Prospective students should be prepared to read about 100 pages of short stories per week and write fiction in a variety of styles.

**AS.360.111.12****Special Opportunities in Undergraduate Learning Tutorials****Suhas Eswarappa Prameela**

Overall quality of the class: 3.8

**Summary:**

The best aspect of the course was the interactive lab tour in which students could see how the course content was applied in the laboratory. Students also appreciated how the professor directed the lectures to both Biological Sciences students and Materials Engineering students. Some students who were not fully familiar with the subject matter felt that the lectures were unclear and monotonous. Other students lamented the lack of student engagement. Suggestions for improvement included having more interactive exercises in class to promote student engagement and simplifying the material to a level that would make it accessible for those with less experience. This course is well suited to prospective students who want to learn more about field work in the world of science.

**AS.360.111.13****Special Opportunities in Undergraduate Learning Tutorials****Bryan Carter**

Overall quality of the class: 4.1

**Summary:**

The best aspects of the course included the insightful lectures presented by the passionate professor, the engaging class discussions where students had the opportunity to debate



complex topics with their peers, and reading about theories on race and capitalism from the foremost thinkers on the subject. Since the class met only once a week, some students felt that the amount of reading assigned for each class was heavy. Other students thought that the discussions could sometimes lose focus. Suggestions for improvement included reducing the lengthy reading assignments and bringing more structure to the discussions so that they stay focused on the readings. Prospective students should have an interest in political-economic theories and be prepared to do a great deal of reading and debate.

**AS.360.111.14**

**Special Opportunities in Undergraduate Learning Tutorials**

**Rachael Clifford**

Overall quality of the class: 3.67

This class had 5 or fewer comments.

**AS.360.111.15**

**Special Opportunities in Undergraduate Learning Tutorials**

**Allon Brann**

Overall quality of the class: 4.71

Summary:

The best aspects of the course included the small class size, the lively group discussions, and how the course connected with current events and other courses in the curriculum. Some students felt that the amount of reading assignments was quite heavy. Suggestions for improvement included fewer readings, more in-class work not based on the readings, and adding a session on American socialists' views on communist states such as USSR and Post-1959 Cuba. This course is well suited to prospective students who wish to learn more about socialism without the pressure of a full load of coursework. They should be prepared to engage in class discussions.

**AS.360.111.17**

**Special Opportunities in Undergraduate Learning Tutorials**

**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.25

This class had 5 or fewer responses to the survey.

**AS.360.133.01****Freshman Seminar: Great Books at Hopkins****Andrew Daniel**

Overall quality of the class: 4.55

**Summary:**

The best aspects of the course included the opportunity to read many classics of literature, the engaging group discussions of these works, and the knowledgeable and enthusiastic professors. Some students felt that the course attempted to cover too many works for the brief schedule and the amount of reading could be overwhelming at times. Other students found the syllabus and the information posted on Blackboard to be unreliable. Many students suggested reducing the number of reading assignments so that they could be discussed in greater depth. Other suggestions for improvement included having more works from the modern time period and replacing the personal statements with mini-EDTs. Prospective students should have a strong interest in English and be prepared to do a great deal of reading, particularly philosophical texts.

**AS.360.133.02****Freshman Seminar: Great Books at Hopkins****William Egginton**

Overall quality of the class: 4.42

**Summary:**

The best aspects of the course included presentations from a rotating group of professors who were all experts on the books they covered, the opportunity to break out into smaller discussion groups, and the helpful feedback provided on essays. Some students felt that reading a book a week could be overwhelming and the books were often covered in a superficial manner. Other students thought that the expectations for writing assignments were unclear. Suggestions for improvement included allowing student input on the readings selected, asking more directed questions so students are challenged to defend their positions, and provide more concrete guidance for writing assignments. Prospective students should have a love of reading and enjoy participating in group discussions.

**AS.360.133.03****Freshman Seminar: Great Books at Hopkins****Susan Weiss**

Overall quality of the class: 4.75

**Summary:**

The best aspects of the course included the fascinating selection of books covered, the engaging group discussions, and having a diverse group of professors who offered a broad expanse of knowledge based on the individual areas of expertise. Some students felt that the workload could be overwhelming at times, particularly when essays, personal statements, and readings were due at the same time. Other students thought that the readings were too heavily weighted toward philosophy and the pace of the course was quite fast. Suggestions for improvement included offering a more varied selection of books, asking questions in class that equal the challenging nature of the questions on the homework assignments, and having the students alternate sections so they can interact with each professor in smaller groups. Prospective students should be prepared to do a great deal of reading and participate in class discussions.

**AS.360.133.04****Freshman Seminar: Great Books at Hopkins****Eugenio Refini**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course included the thought-provoking discussions, the interesting selection of literature chosen, and the engaging lectures presented by four professors with different areas of expertise. Some students felt that the amount of reading required could be heavy at times while other students would have liked more class interaction. Suggestions for improvement included more activities that allowed class participation, fewer reading assignments so that they could be discussed in depth, and placing less emphasis on the historical backdrop of the text to focus more emphasis on the text itself. Since the course involves a great deal of reading and writing, prospective students should be prepared to budget their time wisely and keep up with deadlines.

**AS.360.247.01-03****Introduction to Social Policy: Baltimore and Beyond****Stefanie Deluca, Barbara Morgan, Daniel Schlozman**

Overall quality of the class: 3.97

**Summary:**

The best aspect of the course was the interdisciplinary approach to the subject matter with three professors presenting views from an economic, sociological, and political science point of view. Students also appreciated the well-chosen readings and the stimulating class discussions. Many students found it difficult to discern expectations for the writing assignments as each professor appeared to have his or her own criteria. Other students thought that the workload for the course was not evenly spaced out and heavily weighted toward the second half. Suggestions for improvement included offering a clear rubric for writing assignments, providing more feedback and a more transparent grading system for assignments, and allowing for discussion during the lectures rather than breaking them out as separate sessions. Prospective students should have an interest in Social Policy and be prepared to have numerous reading and writing assignments.

**AS.360.401.01****Social Policy Seminar****Steven Teles**

Overall quality of the class: 2.63

**Summary:**

The best aspect of the course was gaining hands-on experience by working with a real philanthropist and developing a deliverable product like a philanthropic consulting firm. Students appreciated the seminar style of the course where students could pursue their own direction and timeline. Many students felt that the professor offered vague or contradictory feedback on assignments and often provided feedback in a tardy manner, giving the students little time to make corrections. Other students felt that the professor would commandeer the class discussions, shutting down the students' ability to talk through an issue and come to their own conclusion. Suggestions for improvement included having a more structured syllabus offering students a clearer sense of direction, better coordination between the professor and the donor so that their expectations are in-sync, and class discussions that are more open so students can work through problems in their own way. Since the course is somewhat experimental in structure, prospective students should be prepared to partially design the course and proactively turn in assignments to the professor.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
INTERNATIONAL 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.192.320.01**

**Colonialism and Foreign Intervention in the Middle East and Africa**

**Adria Lawrence**

Overall quality of the class: 4.7

**Summary:**

The best aspects of this course included the readings, the professor’s knowledge of the material, and the class discussions. Students found the discussions stimulating and thought-provoking and said they added perspective to the subject matter. Some students said there was too much reading required and that assignments sometimes seemed too long. A suggestion for improving the course was focusing more on country-specific case studies. Prospective students should have an interest or background in international relations, be prepared to do a lot of reading, and be willing to have their assumptions tested about relations between countries in the Middle East and Africa.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
ISLAMIC 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.194.101.01

**Introduction to Islam  
Gabriele Ferrario**

Overall quality of the class: 4.72

Summary:

The best aspects of this course included the comprehensive range of information provided about Islam and the engaging lectures from an enthusiastic professor. Some students were disappointed that there was no coverage of the modern Islamic world, some material was rushed through, and that there was a great deal of reading to keep up with. Suggestions for improvement included providing more frequent homework assignments or open-book quizzes to reinforce the material and offering two longer classes per week rather than 3 short sessions so material could be explored more thoroughly. Prospective students should be prepared to stay abreast of the assigned reading and memorize a great deal of Arabic words for the discussions and exams.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
MATH 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  
Caroline Van Blargan**

Overall quality of the class: 3.67

**Summary:**

The best aspect of the course was the knowledgeable and helpful professor who went out of her way to make sure that every student understood the concepts both in the classroom and during office hours. Students also appreciated the small class size that created a conducive environment for learning. Some students felt that the exams did not correlate with the material covered in the textbook since the professor often wrote her own problems. Other students thought that the professor was assuming the students had a higher level of understanding of the material than had been presented in the textbook. Suggestions for improvement included offering reviews for the exams, presenting information in the lectures that directly relates to the exams and the textbook, and wording the homework assignments and test questions in a more concise way. Prospective students should be prepared to stay abreast of the homework assignments and ask as many questions of the professor as you need to.

**AS.110.106.01-2; .04-09**  
**Calculus I (Biology and Social Sciences)**  
**Brian Smithling**

Overall quality of the class: 3.94

Summary:

The best aspects of the course included the clear and understandable lectures, the amount of resources readily available online, and the animated and engaging professor whose organized approach and ample office hours made students comfortable with learning Calculus. Some students found the homework assignments and exams to be overly long while other students felt that the lectures moved too quickly to fully comprehend the material covered. Suggestions for improvement included standardizing the grading criteria among the TAs, offering more step-by-step instructions for problem sets in class, and presenting more test preparation. Prospective students should have some background in Calculus and be prepared to devote a great deal of time to your homework assignments.

**AS.110.107.01-04**  
**Calculus II (For Biological and Social Science)**  
**Liming Sun**

Overall quality of the class: 3.67

Summary:

The best aspects of the course included the engaging material and concepts, the challenging exams that tested the depth of students' knowledge, and the interesting lectures presented by the friendly and knowledgeable professor who developed a good rapport with the students. Many students were dismayed by the grading system that judges each student against his peers rather than having a set grading rubric. Other students felt that the lectures presented information largely from the textbook and did not address the deeper theories behind the concepts. Suggestions for improvement included using a grading system that does not pit students against each other, reducing the amount of information covered so it can be explored in greater depth, and offering more practice questions and tests as a way to prepare for exams. Prospective students should have completed Calculus I and be aware that the course covers other aspects of mathematics beside Calculus including analytical geometry and probability.



**AS.110.108.01-02; .04-05**

**Calculus I**

**Valentin Zakharevich**

Overall quality of the class: 3.50

Summary:

The best aspects of the course included the clear syllabus that outlines homework assignments and the topics in the lectures, learning the basis for calculus principles, and the opportunity to go over concepts together as a class. Some students felt that the lectures focused too much on proofs rather than focusing on examples from the homework. Other students thought the course was rushed, particularly in the second half. Suggestions for improvement included focusing more on examples and problem solving rather than proofs during lectures, providing more explanation of the rationale behind the concepts, and pacing the course so that the final chapters are not taught in a rush. Prospective students should have a background in Calculus and be prepared to do a great deal of studying outside the classroom.

**AS.110.109.01-03; .05-09**

**Calculus II (For Physical Sciences and Engineering)**

**Yi Wang**

Overall quality of the class: 3.59

Summary:

The best aspects of the course included the knowledgeable and understanding professor who taught the material in an organized and effective manner, the ample use of practice problems to prepare students for the exams, and the material posted online so that students could review aspects of the course that they missed. Some students felt that the lectures could become too theoretical at times while other students thought the final exam counted for too much of the overall grade. Suggestions for improvement included more practice problems, more feedback on incorrect exam answers, and making the final exam a smaller part of the overall grade. Prospective students should have previously taken Calculus I. Also, they should be prepared to review the lecture notes and read the textbook carefully.

**AS.110.113.01**  
**Honors Single Variable Calculus**  
**Apurva Nakade**

Overall quality of the class: 4.0

Summary:

The best aspects of the course included the passionate professor who is always willing to help students in class or during office hours, the well-organized worksheets and note sheets available online, and the course structure which allows students to grasp a deeper understanding of Calculus in a relaxed atmosphere. Some students felt that the amount of work with problem sets could be overwhelming especially when some of the sets contained mistakes. Other students had difficulty grasping some of the more complex concepts. Suggestions for improvement included presenting a lecture on the material before students are asked questions, ensuring that there are no mistakes in the problem sets, and changing the structure of the course so the workload is not weighted toward the second half of the week. Prospective students should have a background in Calculus and be prepared to devote several hours a week to homework, particularly in the beginning of the course.

**AS.110.201.01-06**  
**Linear Algebra**  
**Sui Tang**

Overall quality of the class: 3.53

Summary:

The best aspects of the course included the effective textbook, the reasonable teaching methods with clear expectations, and the exams that related to the practice assignments so there were no surprises. Some students felt that the lectures were merely reiterations of the textbook material while other students found the grading criteria for the exams to be strict. Suggestions for improvement included grading on a curve, more engaging lectures with more interactive problem sets, and further discussion on the key concepts in the homework questions. Prospective students should read the textbook thoughtfully as it is the primary resource for the class.

**AS.110.202.01-12****Calculus III****Emily Riehl**

Overall quality of the class: 4.20

**Summary:**

The best aspects of the course included the stimulating lectures taught by the knowledgeable and passionate professor, the online homework which allowed students the opportunity to practice the difficult concepts, and the emphasis on understanding theories and concepts rather than just computing problem sets. Some students felt that certain homework questions were too abstract while other students found the exams to be more difficult than the practice exams would have suggested. Suggestions for improvement included offering more feedback for online homework assignments, more TA office hours, and providing homework questions that are more aligned with the textbook. Prospective students would benefit from a background in Multidimensional Calculus and should be aware that the course focuses more on proofs and theorems rather than applying a memorized process. Also, they should read the textbook thoughtfully as the pace of the lectures is fast.

**AS.110.212.01****Honors Linear Algebra****W Stephen Wilson**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course included the use of weekly quizzes rather than a midterm and final exam, the small class size that allowed for more one-on-one interaction with the professor, and the focus on proofs and theorems. The professor was open to customizing the structure of the course to meet the needs of the students. Some students were not comfortable with the emphasis on self-study and the lengthy problem sets. Other students who were not familiar with proofs found it difficult to keep up. Suggestions for improvement included more instruction on proofs early in the semester, more lectures explaining the content of the textbook, and further examples of how the material relates to higher math applications. Prospective students should have a background in proof writing and be prepared to devote a great deal of time to studying outside the classroom.

**AS.110.225.01**  
**Problem Solving Lab**  
**Liming Sun**

Overall quality of the class: 4.1

Summary:

The best aspects of the course included the interactive nature of the class that encouraged students to cooperate with their peers to solving problems, the intellectually challenging material, and the professor's ability to present more elegant solutions to problems than those presented by the students. Some students would have preferred a more structured class environment while other students who did not have as much experience with the material felt left behind. Suggestions for improvement included the use of more Putnam Competition problems, more structured lectures, and offering more graded assignments. Prospective students should have previously taken Calculus I and II and have some knowledge of Linear Algebra. They should also come to class prepared to participate in problem solving.

**AS.110.302.01-07; .09**  
**Differential Equations and Applications**  
**Richard Brown**

Overall quality of the class: 4.29

Summary:

The best aspects of the course included the engaging lectures with clear notes, the knowledgeable professor who presented the solutions to problem sets in a way that prepared students well for their exams, and the challenging homework assignments. Some students felt that the problems sets could be excessively long while other students would have liked more feedback on homework assignments. Suggestions for improvement included posting homework answers for further review, keeping homework assignments to the length they were at the beginning of the course, and offering more time to complete the exams. Prospective students should have previously taken Calculus I and II and be prepared to attend every lecture and TA section.

**AS.110.304.01**  
**Elementary Number Theory**  
**Jian Kong**

Overall quality of the class: 3.89

Summary:

The best aspects of the course included the engaging lectures presented by an organized and enthusiastic professor, the ample amount of time devoted to practice exams, and the opportunity to learn how to write and design proofs for a variety of concepts. Some students felt that the textbook was inadequate and that it provided little explanation or guidance. Other students thought that the lectures moved quickly and were difficult to follow. Suggestions for improvement included providing more class activities, using a more useful textbook, and offering more feedback on homework assignments. Prospective students should be prepared to work through the problem sets thoroughly to gain a grasp of the material.

**AS.110.311.01**  
**Methods of Complex Analysis**  
**Chikako Mese**

Overall quality of the class: 3.81

Summary:

The best aspects of the course included the lectures that were presented at a reasonable pace, the useful feedback on homework assignments, and the helpful practice of going over problem sets in class. Some students felt that the lectures were not well organized and difficult to follow while other students thought that some of the homework assignments did not contribute to their understanding of the material on the exams. Suggestions for improvement included structured lectures with more examples, having a weekly TA section, and more homework problems that focus on important concepts rather than algebraic computations. Prospective students should have a strong background in Calculus and be prepared to dedicate a great deal of time to the homework assignments.

**AS.110.401.01**  
**Advanced Algebra I**  
**Jingjun Han**

Overall quality of the class: 4.0

Summary:

The best aspects of the course included the interesting coursework that is well balanced between homework, quizzes, and exams, the outside resources that reinforced the material

covered in class, and the reasonable exams that covered the material from the homework assignments. Some students felt that the lectures were not very interactive and featured mathematic vocabulary that was beyond their level of knowledge. Other students thought that the textbook did not follow the direction of the lectures. Suggestions for improvement included a more recent textbook that follows the lectures more closely, offering more examples for each concept, and more guidance on homework assignments. Prospective students would benefit from a background in Discrete Mathematics and should be prepared to stay abreast of the lectures and homework assignments.

**AS.110.405.01**

**Analysis I**

**Cristian Gavrus**

Overall quality of the class: 3.79

Summary:

The best aspects of the course included the challenging course material, the excellent textbook, and the reasonable homework assignments. Some students felt that the lectures moved too quickly while other students thought that the midterm and the final exam amounted to a disproportionate percentage of the overall grade. Suggestions for improvement included a slower pace to the lectures, more examples of applications for the material covered, and more graded assignments. Prospective students would benefit from a background in Discrete Mathematics and should be prepared to stay abreast of the lectures and homework assignments.

**AS.110.411.01**

**Honors Algebra I**

**Joel Specter**

Overall quality of the class: 4.40

Summary:

The best aspects of the course included the problem sets that provided experience working with proofs in the language of group theory, the interesting lectures presented by the knowledgeable and engaging professor, and the numerous examples used to illustrate abstract concepts. Some students felt that the textbook did not relate well to the lectures while other students thought that the homework assignments were quite time consuming. Suggestions for improvement included selecting a textbook that corresponds to the material covered in the lectures, reducing the amount of homework, and focusing more on theory rather than applications during the second half of the semester. Prospective students should have familiarity with set theory, linear algebra, and basic proof writing skills. They should also be prepared to devote a great deal of time to the homework assignments.

**AS.110.415.01**  
**Honors Analysis I**  
**Hang Xu**

Overall quality of the class: 4.50

Summary:

The best aspects of the course included the fascinating content, the lecture notes provided for every class, and the way in which the professor presented the material in a simple-to-understand fashion. Some students felt that the homework assignments were quite lengthy while other students thought that the pace of the course accelerated quite a bit in the second half. Suggestions for improvement included offering some smaller exams to gauge comprehension, using sources outside of the textbook, and maintaining a more even pace throughout the semester. Prospective students should have a background in proof writing and theoretical mathematics. They should also pay careful attention to the textbook.

**AS.110.439.01**  
**Introduction to Differential Geometry**  
**Hans Lindblad**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
MEDICAL SCIENCE AND THE 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.145.101.01-03**

**Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities**

**Evelyne Ender, Mitchell Merback, Walter Stephens**

Overall quality of the class: 3.63

Summary:

The best aspects of the course included the interesting subject matter, the stimulating class discussions, and the opportunity to receive different perspectives on death and dying from three different instructors. Some students felt that having three instructors created a lack of focus for the course while others thought that there were too many readings that were given superficial analysis. Suggestions for improvement included having a more clear and structured syllabus so grading is clear between instructors, fewer readings that are studied in depth, and having one instructor with guest speakers. Prospective students should understand that, because the course is taught by three instructors, the structure of classes is unconventional and should have a strong interest in the humanities. Also, the course is heavily weighted toward reading and writing assignments.



**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.374.101.02**

**Introduction to the Army**

**Brittany Blaska; Chevelle Breaux; Jamaal Kirkland**

Overall quality of the class: 4.75

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.374.110.01**

**Basic Leadership Laboratory, ROTC 101**

**Brittany Blaska; Chevelle Breaux; Jamaal Kirkland**

Overall quality of the class: 4.60

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.374.201.01**

**Leadership and Decision Making**

**Brittany Blaska; Jamaal Kirkland**

Overall quality of the class: 5.0

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.374.210.01**

**Basic Team Leadership**

**Brittany Blaska; Jamaal Kirkland**

Overall quality of the class: 4.67

Summary:

The best aspects of this course are that it is challenging and that the professors have practical leadership and military knowledge to share. Prospective students should know this is a mandatory field training course for ROTC cadets.

**AS.374.301.01, 02**

**Training Management and the Warfighting Functions**

**Chevelle Breaux; Jamaal Kirkland**

Overall quality of the class: 4.80

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.374.307.01**

**Leadership in Military History**

**Jason Adler; Michael Gorreck; Jeffrey Wood**

Overall quality of the class: 4.67

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.374.310.01**

**Basic Tactical Leadership Lab**

**Chevelle Breaux; Jamaal Kirkland**

Overall quality of the class: 4.50

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.374.401.01**

**The Army Officer**

**Brittany Blaska; Angelique Pifer**

Overall quality of the class: 5.0

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.374.410.01**

**Advanced Planning and Decision Making**

**Brittany Blaska; Angelique Pifer**

Overall quality of the class: 5.0

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
Museum and Society Programs**

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**

**Jennifer Kingsley**

Overall quality of the class: 3.79

Summary:

The best aspects of this course are the professor’s enthusiasm for and knowledge of the material and the varied nature of the assignments. Museum visits and assigned essays also made the course interesting. Some students said that lectures could be dry and that they were expected to repeat the professor’s words when writing papers. Suggestions for improvement were to make classes more engaging and interactive. Prospective students should have an interest in museums and be prepared to write several essays.

**AS.389.311.01**

**From Treasure House to Production House: Exploring New Roles for the Museum in the 21<sup>st</sup> Century**

**Nancy Proctor**

Overall quality of the class: 4.25

Summary:

The best aspect of this course was that it provided an in-depth look into how a museum is run. Students worked with high school students to plan a project for the Peale Center and learned how a museum can have an impact on the community. Some students felt that the course needed more structure and that there should have been more discussion of the reading

assignments. Suggested improvements included better organization and assigned readings that are directly related to the class. Prospective students should have an interest in museums and their role and be prepared for a unique and challenging experience.

**AS.389.329.01**

**Author/Canon/Archive**

**Gabrielle Dean**

Overall quality of the class: 4.57

Summary:

The best aspects of this course were the visits to the Evergreen Museum and Peabody Library to examine collections relating to social issues, having access to books from the Rare Books Collection, a professor who knows the material well and provides helpful feedback, and readings that were both varied and interesting. Some students felt discussions sometimes had little input from the students and that the course occasionally felt disorganized, especially the Wikipedia Education section. Suggested improvements were to adopt clearer goals, get students more involved in classroom conversations, and meet twice a week instead of once. Prospective students should know there is a lot of assigned reading, but it is manageable, and they don't need an English or writing background to enjoy the course.

**AS.389.379.01**

**In the Gardens at Evergreen Museum**

**Elizabeth Maloney**

Overall quality of the class: 4.80

Summary:

The best aspects of this course were exploring the Evergreen Museum and working with staff there on proposals that could eventually be implemented, interesting readings and discussions, learning how museums function, and going over case studies. Some students felt that assignment guidelines could have been clearer and that the two-and-a-half-hour class could be taxing. Suggested improvements were to give students an earlier start on their Evergreen proposals along with clearer expectations. Prospective students should know this is a rewarding course that looks at issues facing museums and how they can be dealt with. Students need not have a background in museums.

**AS.389.384.01**

**Object Encounters at the Baltimore Museum of Art**

**Jennifer Kingsley**

Overall quality of the class: 4.75

Summary:

The best aspects of this course were the professor's passion for the material; the chance to work with a variety of professionals at the Baltimore Museum of Art to find out what it's like to work in a museum; the semester-long project of focusing on one piece of art from the BMA collection and developing a more relevant interpretation for it; guest speakers; and the ability to reflect on, not just regurgitate, art history. Some students said assignments were not always clear. A suggested improvement was to have periodic check-ins with the professor on their projects. Prospective students should know this course provides a great way to get practical experience in a museum, and it encourages creativity and critical thinking.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.376.111.02  
Rudiments of Music Theory and Musicianship  
Paula Maust**

Overall quality of the class: 4.92

Summary:

The best aspects of the course included an enthusiastic professor who was generous with her time, material that was presented in an easily understandable way, and the opportunities for participation through listening, singing, and composing music. Some students felt that the difficulty level of the course accelerated quickly during the second half, leaving those with no music background struggling a bit. Suggestions for improvement included more practice composing music before the final project, a more gradual introduction to the complex aspects of the course, and more ear training. Prospective students should be prepared to complete daily assignments requiring research outside the classroom.

**AS.376.111.03  
Rudiments of Music Theory and Musicianship  
Michael Rickelton**

Overall quality of the class: 3.85

Summary:

The best aspects of the course included an approachable and knowledgeable professor, the moderate pace of the lectures, the interesting subject matter that made music relevant to those with little or no musical background, and regular homework assignments which allowed

for frequent practice. Some students felt that the difficulty level of the course picked up greatly in the second half, making it difficult for those with no musical background. Others felt that the professor was not engaging the class during lectures. Suggestions for improvement included a more even pace to the classes throughout the course, more practice on composition prior to the final project, and more application of musical topics to actual music. Since the course becomes more challenging as it progresses, prospective students are encouraged to ask questions of the professor as soon as they feel like they are falling behind and seek resources outside of the class.

**AS.376.211.01**

**Music Theory I**

**Lisa Perry**

Overall quality of the class: 4.86

**Summary:**

The best aspects of the course included small class size, grades that are received in a timely manner, and the fact that the information is presented in a cumulative manner so the student can build steadily on his/her knowledge. Some students would have liked to have had their grades posted on Blackboard and others felt that the class started too early. Suggestions for improvement included a later start time and doing more ear training. Prospective students should be aware that they will need to have taken Rudiments of Music Theory and Musicianship first or a placement exam.

**AS.376.211.02**

**Music Theory I**

**Michael Rickelton**

Overall quality of the class: 4.75

**Summary:**

The best aspects of the course included the passionate and approachable professor, the creative and accessible method of teaching, and the frequent practices to prepare the students for assignments. Some students felt that certain assignments were ambiguous. Clearer instructions for assignments and expanded office hours were the suggestions for improvement. Prospective students would benefit from a background in music theory.



**AS.376.212.01**  
**Music Theory II**  
**Stephen Stone**

Overall quality of the class: 4.67

Summary:

The best aspects of the course included the straight-forward manner in which the course was taught, the professor's willingness to answer questions, and the class interactivity. One student pointed out that the projector had frequent glitches and another would have liked more composition assignments. Suggestions for improvement included getting a new projector, lengthening the class sessions so topics could be explored more fully, and greater focus on counterpoint rather than harmony. Prospective students should be aware that this course is more challenging than Music Theory I, so they should be prepared to engage with the material more meaningfully.

**AS.376.221.01**  
**Musicianship I**  
**Kip Wile**

Overall quality of the class: 4.83

Summary:

A helpful and patient professor who adjusts the pace of the classes to the students' needs was the best aspect of the course. Suggestions for improvement included having online resources to help students with individual practices, longer and more challenging exercises, and quizzes that include new sight singing and rhythm examples. Prospective students should have already taken the Rudiments of Music Theory and Musicianship or a placement exam, have an ability to play piano, and know how to match pitch and sing.

**AS.376.222.01**  
**Musicianship II**  
**Kip Wile**

Overall quality of the class: 4.27

Summary:

The best aspects of the course included a knowledgeable and effective professor who adjusted the pace of the classes to the students' ability to grasp the material. The classes focused mostly on practicing, which prepared students for the quizzes and exams. Some students felt that there was not sufficient time given to sight singing and there were limited resources for practicing. Others thought the pace was a little too slow. Suggestions for improvement included

offering the class three times a week to allow for more practice, introduce more challenging rhythmic and melodic dictation, and providing handouts that review music theory. Prospective students should have taken Musicianship I or a placement exam, be prepared to sing in class, and commit to practicing outside of class.

**AS.376.242.01**

**Introduction to Popular Music**

**Paul Mathews**

Overall quality of the class: 4.33

Summary:

The best aspects of the course included interesting lectures that covered a wide range of popular music, getting the opportunity to listen to a great deal of music in class, and a helpful professor who encouraged students to listen to music critically. Some students felt that the course was somewhat disorganized making it difficult to know what was relevant to exams. Others felt that the professor assumed too much prior knowledge about the subject matter when grading. Suggestions for improvement included more clarity about the timing and content of exams, uniform lesson plans for section meetings, and more structured lectures. Prospective students should be prepared to discuss not only specific elements of music but also how cultural and societal forces influenced the music.

**AS.376.244.01**

**Electronic Music Production**

**Kevin Gift**

Overall quality of the class: 4.71

Summary:

The best aspects of the course included well-paced and engaging classes taught by an experienced professor who made sure students were not left behind. Students also liked learning how to use the various software programs and sampling. Some students felt that one long session per week was not effective for learning while others would have liked more feedback and grades on their assignments. Suggestions for improvement included two shorter sessions per week and more personal feedback in lieu of grades. Prospective students should be prepared to spend several hundred dollars on software and hardware for the course and should attend class regularly as each class builds on the content of the previous class.

**AS.376.250.01****Introduction to Computer Music****Samuel Burt**

Overall quality of the class: 4.00

**Summary:**

The best aspects of the course included the fascinating material, the clear day-to-day syllabus, and the projects in composition and coding. Some students felt that there was too much emphasis on history while others were dissatisfied with the disrupted schedule. Suggestions for improvement included spending less time on history and listening quizzes and more time on projects and labs based on music production, and incorporating more recent music. Prospective students should understand that the course is focused on the history of experimental music and that it is important to keep up with the reading and listening assignments.

**AS.376.252.01****Jazz History****Ian Sims**

Overall quality of the class: 4.43

**Summary:**

The best aspects of the course included the wide range of jazz music covered, the enthusiastic professor, and the opportunity to see live jazz performances. Some students felt that there was too much work outside of class while others felt the questions on the online quizzes were either very specific or obscure. Suggestions for improvement included fewer listening exams and live concert reviews, a different grading system, and more opportunities to listen to music in class. While no jazz background is necessary, prospective students should be prepared to study and memorize a great deal for the listening exams.

**AS.376.303.01****Musical Theater from Aristophanes to Leonard Bernstein****Susan Weiss**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course included the fun and relaxed atmosphere that was created by the passionate and enthusiastic professor, going to see a show on Broadway, and creating a musical revue for the final project. Some students felt that the reading assignments were a bit long while others thought that the class time could have been more effectively organized and utilized. Suggestions for improvement included devoting more time to preparing the musical,

showing more videos during lectures, and offering a better Blackboard site listing readings and mandatory videos. Prospective students should be prepared to complete a great deal of reading and writing assignments and be comfortable with participating in a musical production.

**AS.376.371.01**

**Introduction to Music Cognition**

**Monica Lopez-Gonzalez**

Overall quality of the class: 4.07

Summary:

The best aspects of the course included the interesting course material, the lively class discussions with a good deal of feedback from the professor, and the flexibility to choose a research paper or multimedia presentation for the final project. Some students felt that having individual meetings with the professor during class was not an effective use of everyone's time while others cited the lack of grades as a major issue when determining their progress in the course. Suggestions for improvement included fewer readings and more in-depth discussion of the readings in class. More graded assignments during the course was also cited as a useful addition. Since the course focuses more on cognitive science rather than music, prospective students would benefit from a background in this field, particularly in brain regions and neuroscience, and be prepared for complex, technical reading assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.130.334.01  
Egyptian Funerary Arts in the Archaeological Museum  
Sanchita Balachandran, Betsy Bryan**

Overall quality of the class: 4.56

**Summary:**

Working with archaeological artifacts was the main highlight of the course, but some students also felt the dual teaching approach was quite helpful. The worst aspects of the course included the differing lecture styles of the two professors and unclear expectations for assignments. Clearer guidance on assignment expectations and a more distinct delineation of lecture topics between the two professors were suggested as improvements. Prospective students should develop a general knowledge of Egyptian history and be prepared to perform scientific analysis of ancient artifacts.

**AS.130.440.01  
Elementary Biblical Hebrew  
Justin Estrada**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course included the focus on both the intricacies of Hebrew language as well as the historical background, the professor’s breadth of knowledge, and his openness to student feedback. Some students with less understanding of linguistics felt left behind when students with greater linguistics skill drove the discussions and hurried the pace. More

grammar exercises and greater emphasis on parsing verbs were listed as areas of improvement. Prospective students should have a background in classical languages and participate in discussions.

**AS.130.111.01**

**Freshman Seminar: Cleopatra's Egypt**

**Richard Jasnow**

Overall quality of the class: 4.27

Summary:

The best aspects of the course included the diverse range of topics covered in the lectures, the professor's knowledge and passion for the subject matter, and the reading and writing workload was not taxing. Students cited the lack of due dates on the syllabus, unclear guidance on the expectations for writing assignments, and disorganized lectures as the worst aspects. Areas of improvement included a clearer syllabus, a rubric for writing assignments, and lectures that focus more on the readings. Although not required, prospective students might want to develop a knowledge of ancient Mediterranean history and be prepared for extensive reading.

**AS.130.140.01**

**Hebrew Bible / Old Testament**

**Theodore Lewis**

Overall quality of the class: 4.65

Summary:

Interesting lectures by an engaging and passionate professor who covers multiple points of view was the best aspect of the course. Some students felt that the lectures moved too quickly to take accurate notes while others did not like the weekly quizzes. Areas of improvement included posting lecture slides online, fewer quizzes, and more group discussions. Prospective students should keep up with the readings and some background in Hebrew studies would be helpful.

**AS.130.301.01**  
**History of Ancient Syria-Palestine**  
**Jacob Lauinger**

Overall quality of the class: 5.00

Summary:

The best aspects of the course included interesting and engaging lectures, establishing different requirements for undergrads and grad students, and the enthusiastic professor who encourages everyone to participate in class. The main deficiency in the course was the disparate level of background knowledge among the students. To improve the course, some pre-requisites could be established. Prospective students should expect a great deal of reading and undergrads would benefit from some background in Ancient Syrian-Palestinian history.

**AS.130.216.01**  
**History of the Jews in Modern Times, from the Middle Ages to 1917**  
**David Katz**

Overall quality of the class: 4.22

Summary:

The best aspects of the course included the interesting lectures and the professor's ability to explain complex concepts in easy to understand terms. The professor was seen as learned and engaging. Some felt that the mid-term and final papers were labor intensive and little guidance was provided regarding expectations. Also, some readings were hard to find and there is a good deal of note taking. Suggestions for improvement included more discussion of the writing assignments either in class or in the syllabus and offering several smaller writing assignments rather than two large ones. Prospective students should be prepared to do a great deal of reading and write two lengthy papers.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
NEUROSCIENCE 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.080.250.01-04**

**Neuroscience Laboratory**

**Linda Gorman, Jason Trageser**

Overall quality of the class: 4.57

**Summary:**

The best aspects of the course included the interesting topics covered such as neuroanatomy and electrophysiology, the hands-on lab experiments including dissections of brains and aplysias (sea slugs), and the friendly atmosphere created by the professors and TAs who encouraged asking questions. Some students felt that the practical exam was difficult to study for because the lab tables did not facilitate note-taking, forcing students to memorize a great deal. Other students found the review sessions with the TA to be ineffective and were disappointed that the back exams did not provide an answer key. Suggestions for improvement included offering a shorter and more concise lab manual, more office hours where students can practice anatomy studies prior to the exam, and posting more photos and videos from class online for review. Prospective students would benefit from a background in neuroscience and should be prepared to use the lab time wisely as there is little opportunity to study outside of class. Also, prospective students should be comfortable with conducting dissections.



**AS.080.301.01****Behavioral Assessment of Animal Models of Cognition and Neuropsychiatric Disorders****Dani Smith**

Overall quality of the class: 4.26

## Summary:

The best aspects of the course included the fascinating array of topics covered, the informative and well-structured lectures, and the professor's willingness to answer questions and provide ample feedback on journal article reflections and exams. Some students felt that the exams could contain tricky questions that were either too specific or too vague. Other students thought that some of the reading assignments were overly long and complex. Suggestions for improvement included longer class sessions that would facilitate more discussion or group participation, better guidance on expectations for homework and exams, and greater use of other media like video or demonstrations to increase understanding of the information presented. Prospective students should have a background in Neuroscience and would benefit from keeping up with their journal reflections as they will help with studying for exams.

**AS.080.305.01****Neuroscience: Cellular and Systems I**  
**Stewart Hendry, Haiqing Zhao**

Overall quality of the class: 4.14

## Summary:

The best aspects of the course included the fascinating lectures presented by knowledgeable and inspiring professors, the generous amount of lecture slides, notes, and videos available on Blackboard for review, and the engaging topics covered. The amount of outside resources and feedback from the professors and TAs provide a solid foundation for navigating an extremely challenging course. As the final grade is based primarily on four exams, some students felt that there was a tremendous amount of material to understand and memorize. Other students found the professors to be intimidating and difficult to follow. Suggestions for improvement included lecture videos on Panopto for review, adding quizzes between the exams so students can better gauge their understanding of the material, and more straightforward exam questions. Prospective students should understand that the course requires students to commit a significant amount of time to studying for exams.

**AS.080.308.01**  
**Neuroeconomics**  
**Jason Trageser**

Overall quality of the class: 4.52

Summary:

The best aspects of the course included the engaging lectures taught by a passionate and humorous professor, the ample office hours of the professor and the TA, and the fascinating scientific papers that are topical and cutting edge. Some students felt that the lectures were not very interactive and the PowerPoint slides were either vague or difficult to understand. Other students would have preferred more quizzes or practice questions to prepare for the exams. Suggestions for improvement included more participatory activities in class, more guidance provided online to help prepare for the exams, and additional methods to receive grades such as short essays or quizzes. Prospective students would benefit from a background in Neuroscience and be prepared to attend every class as the professor's lectures make the material accessible.

**AS.080.310.01**  
**Synaptic Function and Plasticity**  
**Alfredo Kirkwood, Hey-Kyoung Lee**

Overall quality of the class: 4.88

Summary:

The best aspect of the course was the cutting edge material taught by two professors who are experts in their field. Students also appreciated the class participation and the fair exams that accurately gauged a student's understanding of the material. Some students felt that it was imperative to attend every lecture as the material was quite complex and one could quickly fall behind. Other students thought that the faulty equipment in the classroom led to losing valuable lecture time. Suggestions for improvement included offering slides on PowerPoint, recording the lectures for later review, and changing the exam day so there would be more time to study. Prospective students should have a firm grasp of cell biology and be prepared to attend every class so as not to fall behind.

**AS.080.3336.01**  
**Effects of Other Organs on the Nervous System Function**  
**Mohamed Farah**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

**AS.080.345.01****Great Discoveries in Neuroscience****Jay Baraban**

Overall quality of the class: 4.64

**Summary:**

The best aspect of the course was the knowledgeable and passionate professor who presented the history of Neuroscience as if telling a story. Students also appreciated the interesting research papers and having the opportunity to discuss them in class through presentations. Some students felt that the syllabus and grading system were unclear while other students would have liked more notes on the lectures for review. Suggestions for improvement included posting a syllabus and grading policies online, receiving grades for the group presentations, and meeting more frequently so more topics could be covered. Prospective students should know that the course focuses on pharmacology and neurotransmitters. Also, prospective students should be comfortable with reading research papers.

**AS.080.348.01****Science of Learning****Linda Gorman**

Overall quality of the class: 3.83

**Summary:**

The best aspects of the course included the small class size, the knowledgeable and enthusiastic professor, and the opportunity to choose the direction of one's research and create PowerPoint presentations on that research. Some students felt that the student-directed, seminar style of the class made expectations and deadlines unclear. Other students thought that there was too much time spent on figuring out paper topics and not enough on lectures. Suggestions for improvement included a more structured syllabus, more organized class sessions, and more opportunities to break out into smaller groups to discuss the literature read. As the course is focused heavily on independent research and creating PowerPoint presentations, prospective students should make the most of the class discussions and place special care in creating effective PowerPoint slides.

**AS.080.360.01****Diseases & Disorders of the Nervous System  
Stewart Hendry, Dani Smith, Kathryn Wagner**

Overall quality of the class: 4.44

**Summary:**

The best aspects of the course included the fascinating lectures from three learned and engaging professors and having doctors and researchers from the Johns Hopkins School of Medicine/Hospital, who are experts in their field, come to speak as guest lecturers. Some students felt that having so many lecturers with different styles made it difficult to know what to take notes on. Similarly, some students thought that taking exams prepared by three different professors created challenges in terms of knowing expectations. Suggestions for improvement included having clearer annotated slides that are posted online in a timely manner, recording the class lectures for later review, and having exams that focused more on the pathology of the disease rather than clinical manifestations and treatments. Since the course is heavily focused on lectures, prospective students should be prepared to attend every class and take careful notes. Also, prospective students should be comfortable with memorizing a great deal of information for the exams.

**AS.080.370.01****The Cerebellum: Is it just for motor control?  
John Desmond**

Overall quality of the class: 4.65

**Summary:**

The best aspects of the course included the dedicated and approachable professor who is clearly passionate about the subject matter, the interesting and engaging paper discussions, and the straightforward exams. Some students felt that the course had too broad a focus and the lectures could become monotonous while other students thought the exams covered an immense amount of detail. Suggestions for improvement included choosing fewer topics which could be explored in more depth, having more class participation, offering annotated notes on the PowerPoint presentations, and having a TA with office hours on campus. Prospective students should be familiar with Neuroscience and be prepared to take careful notes in the lectures as the overall grade is based heavily on the exams.

**AS.080.610.01****Experiential Learning: HopKids – Kennedy Krieger Institute****Linda Gorman**

Overall quality of the class: 4.67

**Summary:**

Getting the opportunity to interact with actual pediatric patients in a hospital environment was the best aspect of the course. The students' only lament was that they did not have enough opportunities to visit with the children as volunteer slots were limited. Suggestions for improvement included providing more opportunities to visit Kennedy Krieger Institute and offering some transportation alternatives for Saturdays when the JHMI does not run as frequently. Prospective students should have a strong interest in working with children.

**AS.080.612.01****Experiential Learning: Autism and other Neurological Disorders****Linda Gorman**

Overall quality of the class: 4.92

**Summary:**

Gaining first-hand experience working directly with children who have special needs was the best aspect of the course. Some students found the long journey to the facility on Sunday mornings to be challenging while other students had difficulty signing up for their required four sessions given the tight schedule. Suggestions for improvement included having better transportation arrangements, better communication with the head volunteer at KEEN, and more available shifts to volunteer. Prospective students should be prepared to devote four Sundays to volunteering which can be exhausting but rewarding.

**AS.080.614.01****Experiential Learning: STEM in the Classroom****Linda Gorman**

Overall quality of the class: 4.71

This class had 5 or fewer comments.

**AS.080.616.01**

**Experiential Learning: Working with Children in the Clinic**

**Linda Gorman**

Overall quality of the class: 4.79

Summary:

The best aspect of the course was gaining first-hand experience working with children in the waiting room of the Johns Hopkins Hospital Children's Center. Students found it stimulating to get out of the classroom and develop communication skills with parents and children. Some students found the commute to be a challenge while other students found that the time slots available to volunteer overlapped with classes. Suggestions for improvement included offering more times to volunteer or other room options in the hospital, provide other responsibilities for the volunteers when the waiting room is slow, and encourage students who are working the same shift to contact each other. Prospective students should enjoy working with children and be prepared to commit time to volunteering and commuting to and from the facility.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
PHILOSOPHY 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.150.101.01.FA18**

**Freshman Seminar: Climate Ethics**

**Joshua McBee**

Overall quality of the class: 4.11

Summary:

The best aspects of this course are the classroom discussions and the opportunities students are given to look at a contemporary issue – climate change – from a philosophical and scientific standpoint. The course makes students look at climate change in unexpected ways. Students said there was a heavy reading load and that there could have been even more discussion. A suggested improvement was to give students more of an introduction to philosophy. Prospective students can expect to do a lot of reading on interesting topics relating to climate.

**AS.150.135.01.FA18**

**Freshman Seminar: The Philosophy of Race and Racism**

**Patrick O'Donnell**

Overall quality of the class: 4.67

Summary:

The best aspects of this course were the discussions, readings, debates and the professor's knowledge of the subject. Some students felt the readings and course content were difficult. Suggestions for improvement were posting class notes on Blackboard and providing more guidance on what is expected in the papers. Prospective students should be prepared to do a lot of reading and be interested in philosophy and race issues.

**AS.150.136.01, 02, 03, 04.FA18**  
**Philosophy & Science: An Introduction to Both**  
**Peter Achinstein**

Overall quality of the class: 3.37

Summary:

The best aspect of this course is the professor, who teaches with a book he wrote and knows the material well. Some teaching assistants do a good job of explaining difficult concepts. Students said the lectures were not engaging and sometimes were straight from the professor's book. Also, there was no set schedule and it was difficult for students to determine if they were doing the appropriate amount of work outside class. Suggested improvements were more engaging lectures, more discussion, and a more structured syllabus with a schedule of readings. Prospective students should have some background in philosophy and physics.

**AS.150.140.01.FA18**  
**Minds, Bodies, and Persons**  
**Kathryn Brophy**

Overall quality of the class: 4.54

Summary:

The best parts of this course were the professor's enthusiasm for the subject and her willingness to work with students to ensure they understand the material. Lectures were well-organized. Some students felt there could have been more discussion to break up the lectures. A suggested improvement was to make the class more interactive by increasing the amount of discussion between professor and students. Prospective students should be prepared to stay current with reading assignments.

**AS.150.196.01.FA18**  
**Freshman Seminar: Being a Good Person**  
**Christopher Lebron**

Overall quality of the class: 4.60

Summary:

The best aspects of this course were the small class size, which helped to generate stimulating discussions with the professor, and the readings, which were well chosen and added depth to the course. The professor was able to take complex concepts and make them understandable for introductory philosophy students. Students said it could be difficult to understand some of the more complex concepts and they could have used further guidance on what was expected in essays. Suggested improvements were to have two shorter classes instead of one long one, more guidance on essays, and more time spent reviewing terms and concepts unfamiliar to



freshman philosophy students. Prospective students should be prepared to do all the reading assignments and participate in class.

**AS.150.201.01, 03.FA18**

**Introduction to Greek Philosophy**

**Richard Bett**

Overall quality of the class: 4.41

Summary:

The best aspects of this course were the professor's expertise in the subject and his ability to help students interpret ancient texts. The teaching assistants also reviewed and offered comments on first drafts of writing assignments, which was helpful. Some students said readings could be difficult for intro philosophy students and that there could have been more class discussion. A suggested improvement was to post lectures online after class and to add a couple of smaller assignments so that the final grade would not be dependent on only two papers, midterm and final. Prospective students should be prepared to do the readings, attend the lectures and take good notes.

**AS.150.219.01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, 14.FA18**

**Introduction to Bioethics**

**Hilary Bok**

Overall quality of the class: 3.36

Summary:

The best aspects of this course were the discussion sections led by the teaching assistants, which revealed a lot about how others in the class think and provided opportunities to discuss the ethics of medicine and other controversial subjects. Some students found the lectures unfocused and said they could get the same information by reading the text. Some also said it was difficult to keep up with all the reading assignments and that the grading of essays seemed arbitrary. Suggested improvements were better organized lectures, posting text-heavy lecture slides online for later review, and providing more guidance on expectations for essays. Prospective students should know that the quality of their teaching assistant will help determine how much they get out of the course. Students also should be prepared to do a lot of reading so they can participate in discussion sections.

**AS.150.223.01.FA18**  
**Formal Methods of Philosophy**  
**Robert Rynasiewicz**

Overall quality of the class: 4.00

Summary:

The best aspect of this course was that the homework and exams matched up well, which made it easier to understand the material. Also, the course can be helpful for proof-based math courses, and the teaching assistant provided valuable feedback on homework and was able to answer conceptual questions. Some students felt the lectures were dull and moved too quickly. Suggestions for improvement included better structured lectures that move at a slower pace. Prospective students should know this is primarily a logic class; some background in philosophy or math may be helpful.

**AS.150.235.01, 02, 03, 04.FA18**  
**Philosophy of Religion**  
**Steven Gross**

Overall quality of the class: 4.32

Summary:

The best aspects of this course were the enthusiasm of the professor and a teaching assistant who conducted interesting activities that aided in comprehension of the material. Students also enjoyed exploring philosophical arguments around religion and the existence of God. Some students felt the course required a lot of writing for a non-writing intensive class. A suggested improvement was to provide more guidance and clearer guidelines on what was expected in the papers. Prospective students should be prepared to tackle challenging reading material and to do a lot of writing.

**AS.150.269.01.FA18**  
**Freshman Seminar: Philosophy of Human Rights**  
**Thomas Wilk**

Overall quality of the class: 4.44

Summary:

The best aspect of this course was that it centered on classroom discussion involving students and the professor, which gave class members a chance to learn from both. The professor was good at directing the conversation and making philosophical theories and concepts easy to understand. Students said the scheduling of the course was somewhat problematic; it was difficult to remain focused for 2½ hours on a Friday afternoon. A suggested improvement was to have presentation slides to accompany lectures. Prospective students should be prepared to do some challenging reading.

**AS.150.301.01.FA18**

**Majors Seminar: Ancient Greek Ethics**

**Richard Bett**

Overall quality of the class: 4.31

Summary:

The best aspects of this course were the professor's ability to guide the discussion and provide insight into the readings, and his knowledge of the ancient Greek culture. Some students felt that the grading standards were unclear and that the class was too long, which could have led to sluggish discussions. Suggested improvements were to have shorter, more focused readings and going deeper into the subjects that are discussed. Prospective students should be prepared to do all the reading and come to class ready to discuss it.

**AS.150.355.01.FA18**

**Philosophy of Law**

**Dean Moyar**

Overall quality of the class: 4.24

Summary:

The best aspects of this course were the classroom discussions and the student presentations. Some students said they would have preferred to discuss the readings more, rather than focus on the presentations. Students also said they would like to have spent more time discussing the philosophy behind court decisions. Suggested improvements were to devote more time to lectures and reading-related discussions, and less time on presentations. Prospective students should be prepared to participate in discussions and to tackle challenging reading material.

**AS.150.409.01.FA18**

**Wittgenstein on Certainty**

**Michael Williams**

Overall quality of the class: 4.0

Summary:

The best aspects of this course were the professor's passion for and knowledge of the material and being able to take a deep and analytically rigorous look into questions involving the theory of knowledge. Students said that with few assignments, the final grade was heavily dependent on the term paper. Suggested improvement were to add digital resources to aid in understanding the texts and to bring more structure to class discussions. Prospective students should know that the term paper will make up a large portion of their grade and should decide on a topic early in the course and discuss it with the professor. Also, readings can be challenging.

**AS.150.434.01.FA18**  
**Formal Methods of Philosophy**  
**Robert Rynasiewicz**

Overall quality of the class: 3.63

Summary:

The best aspects of this course were the way it introduced students to the roots of intellectual enterprises, establishing the foundation for logic, set theory and proofs. Also the slides enabled students to review the material while doing weekly assignments. Some students felt that the course was not well planned and that the material left until the end of the semester had to be covered too quickly. Also, homework sometimes involves material not covered in class. A suggested improvement was to reduce the scope of the course, which tried to cover too much material in too little time. Prospective students should know that even though it's a philosophy course, it involves a lot of mathematics. Students should also be prepared for a heavy work load.

**AS.150.474.01.FA18**  
**Justice and Health**  
**Hilary Bok**

Overall quality of the class: 3.73

Summary:

The best aspects of this course were the professor's passion for the subject, the quality of the readings and the class discussions. Some students said the number of readings seemed excessive. A suggestion for improvement was to add more assignments over the course of the semester so students' grades weren't so dependent on a limited number of papers. Prospective students should know the course is largely made up of lectures and two essays, and that it examines how ethics, law, medicine, public health and other fields interact.

**AS.150.476.01.FA18**  
**Philosophy and Cognitive Science**  
**Steven Gross**

Overall quality of the class: 4.75

Summary: The best aspects of this course were the professor-led discussions -- everyone had an opportunity to participate -- and readings that examined cognitive penetration from the perspective of philosophers, neuroscientists and cognitive scientists. The professor was also very approachable. Some students said they never saw their grades, or received no feedback on their participation. Suggested improvements were broadening the scope of the discussion beyond cognitive penetration, and more feedback on participation and grades. Prospective students should be prepared for a specialized class on cognition vs. perception, and be ready to read and write extensively.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
PHYSICS DEPARTMENT**

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

**AS.171.101.01-07**

**General Physics: Physical Science Major I  
Morris Swartz**

Overall quality of the class: 3.34

Summary:

The best aspects of this course included the engaging concepts that were introduced and the FlipIt Physics checkpoint and pre-lectures that students found helpful. Some students felt that the homework was too long and difficult, and that the difficulty of the exams didn't correlate to the difficulty of the material covered in class. A few students also felt that the lectures moved at too fast a pace. Suggestions for improvement included creating more concise lecture slides and going over more practice problems during lectures. Prospective students are advised that they should have a basic physics background before enrolling and to be sure to watch the pre-lectures as they will prove helpful.

**AS.171.102.01-06**

**General Physics: Physical Science Majors II  
Petar Maksimovic**

Overall quality of the class: 3.88

Summary:

The best aspects of this course included the engaging lectures, which featured entertaining demonstrations, the availability of helpful outside resources, and the ample opportunities to practice the material. Some students felt that the workload was overwhelming with overly

difficult homework assignments and confusing exams. A few students also felt that the FlipIt assignments and pre-lectures did not help them prepare for the exams. Suggestions for improvement included keeping the difficulty of the exams in line with the practice exams and homework assignments, and spending more time covering quantum mechanics. Prospective students are advised that this is a very challenging course and they should take advantage of all the outside resources available to them such as office hours, FlipIt videos, and PILOT.

**AS.171.103.01-11**

**General Physics I for Biological Science Majors**

**Collin Broholm**

Overall quality of the class: 2.96

**Summary:**

The best aspects of this course included the interesting demonstrations incorporated into the lectures and the additional resources provided to help students such as back tests. Some students felt that the class was overly difficult with an unnecessarily heavy workload and unfairly harsh grading. A few students also felt that the lectures failed to connect the material covered in the textbook and the material they would be tested on. Suggestions for improvement included covering more practical problem solving in the lectures and sessions, lightening the course workload and providing a clearer grading rubric. Prospective students are advised that they should take full advantage of outside resources if they are having trouble and to be sure to have time to set aside for the homework sets.

**AS.171.105.01**

**Classical Mechanics I**

**Mark Robbins**

Overall quality of the class: 3.75

**Summary:**

The best aspects of this course included interesting course material, demonstrations that were presented in an in-depth but understandable manner, and the helpful and knowledgeable instructor. Some students felt that lectures sometimes focused on more advanced topics that didn't seem to correlate with the material they were being tested on, and that at times the material assumed background knowledge they didn't have. Suggestions for improvement included going over more example problems in class and spending more time going over the fundamentals of the topics during lectures. Prospective students are advised that having a background in physics and calculus is helpful and that it's more challenging than the average introductory course.

**AS.171.107.01-04****General Physics for Physical Sciences Majors (AL)****Robert Leheny**

Overall quality of the class: 3.83

**Summary:**

The best aspects of this course included its use of an active learning style that allowed for in-class group work that students found helpful, and the enlightening in-class demonstrations. Some students felt that they were not well enough prepared for the homework problems and that they didn't have enough time to complete the exams. Suggestions for improvement included making the written homework assignments correlate better to the exams and providing more detailed explanations during lectures. Prospective students are advised that they should keep up with the pre-lectures and that attending class is essential as participation makes up a good part of their final grade.

**AS.171.107.05-08****General Physics for Physical Sciences Majors (AL)****Rosemary Wyse**

Overall quality of the class: 3.22

**Summary:**

The best aspects of this course included the use of an active learning style rather than just relying on lectures, intellectually challenging assignments, and subject matter that students found useful for future studies. Some students felt that the lectures relied too much on reviewing pre-lecture material and that the difficulty of the exam questions did not correlate with prior homework assignments. Suggestions for improvement included going over more practice problems in class and reducing the difficulty of the exam questions. Prospective students are advised that a background in physics and calculus is helpful and that they should spend time outside class doing practice problems.

**AS.171.113.01****Subatomic World****Barry Blumenfeld**

Overall quality of the class: 4.49

**Summary:**

The best aspects of this course included an instructor who was able to make very complex ideas accessible and the fascinating subject matter. Some students felt that there was a lack of resources outside of lectures and expectations for the midterm and final assignment were



unclear. Suggestions for improvement included providing more outside resources to study. Prospective students are advised that no background is required and that going to class is essential to succeeding in the class. Prospective students also should know the course is a great way to learn physics without too much of a mathematical focus.

**AS.171.121.01-02**

**Special Relativity/Waves**

**Daniel Reich**

Overall quality of the class: 4.20

Summary:

The best aspects of this course included the fascinating subject matter and the useful demonstrations and labs. Some students felt that the course and lectures were too fast-paced and that the math derivations were too quickly glossed over in the lectures. A few students also felt that being expected to work on lab reports and homework assignments concurrently was overwhelming. Suggestions for improvement included shortening the lab assignments and spreading out the material over two semesters to slow the pace of the class. Prospective students are advised that they should have a background in more advanced math such as differential equations before enrolling and to be prepared for a heavy workload.

**AS.171.301.01-02**

**Electromagnetic Theory II**

**Kevin Schlaufman**

Overall quality of the class: 3.12

Summary:

The best aspects of this course included the fascinating course materials and weekly quizzes in place of homework assignments. Some students felt that the course focused too much on memorization and that the lectures were dry at times. Suggestions for improvement included focusing the class more on problem solving than memorization and allowing students to use equation sheets during exams. Prospective students are advised that they should keep up with their homework and that the class requires a great deal of memorization.

**AS.171.303.01**  
**Quantum Mechanics I**  
**Chia Ling Chien**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the interesting topics, engaging lectures, and homework assignments that were well-written and constructed. Some students felt that the final grade relied too heavily on one exam and that the exam was disproportionately more difficult than the homework assignments. Suggestions for improvement included making the class faster paced and making the final exam less difficult. Students also suggested better linking the homework assignments with the material covered in lectures. Prospective students are advised that while the material can be abstract and challenging the class is ultimately very rewarding.

**AS.171.310.01**  
**Biological Physics**  
**Francesca Serra**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included interesting subject matter that was applicable and relevant to the biological field, clear lectures, and engaging in-class activities. Some students felt that the textbook that was used as a reference was not very helpful and that the homework and exams didn't always correspond with the material taught in class. Suggestions for improvement included practicing problems in class that are similar to the ones students will see on the exams and changing the course textbook. Prospective students are advised that a background in statistics is helpful.

**AS.171.312.01**  
**Statistical Physics/Thermodynamics**  
**Jared Kaplan**

Overall quality of the class: 4.25

Summary:

The best aspects of this course included the well-structured course material, the take-home midterm, and the instructor's engaging lecture style. Some students felt that the homework was overly long and difficult and that discussion sections were sometimes intimidating. Suggestions for improvement included creating more streamlined homework assignments,

spending less time covering engines, and posting or reviewing solutions to the homework. Prospective students should know that this course is part of their major in physics and are advised to take advantage of the extra-credit opportunities.

**AS.171.321.01**

**Introduction to Space, Science, and Technology**

**John MacKenty, Stephan McCandliss**

Overall quality of the class: 3.84

Summary:

The best aspects of this course included a semester-long group design project that students found to well-planned and useful, interesting lecture topics, and the breadth of topics covered. Some students felt that the homework assignments didn't reflect the material that was covered in class and that there were few outside resources to help them complete assignments. Suggestions for improvement included better connecting the problem sets to the lecture material. Prospective students are advised that the course is a good way to become more comfortable collaborating as a team and to learn what goes into space mission design.

**AS.171.410.01**

**Physical Cosmology**

**Charles Bennett**

Overall quality of the class: 4.67

Summary:

The best aspects of this course included interesting subject matter that was taught in an accessible way, the range of topics covered, and the straight-forward homework assignments. Some students felt that some of the homework assignments were too time consuming and difficult. There was little consensus regarding improvements that could be made to the course as most of the students were satisfied with the course as it was. Prospective students are advised that very little physics knowledge is required to enjoy the class.

**AS.171.605.01**

**Quantum Mechanics**

**Oleg Tchernyshyov**

Overall quality of the class: 4.73

This class had 5 or fewer comments.

**AS.171.613.01**  
**Radiative Astrophysics**  
**David Neufeld**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**AS.171.621.01**  
**Condensed Matter Physics**  
**Oleg Tchernyshyov**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**AS.171.629.01**  
**First Year Research**  
**Petar Maksimovic**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**AS.171.641.01**  
**Second Year Research**  
**Petar Maksimovic**

Overall quality of the class: 4.88

This class had 5 or fewer comments.

**AS.171.646.01**  
**General Relativity**  
**David Kaplan**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

**AS.171.701.01**  
**Quantum Field Theory**  
**Marc Kamionkowski**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

**AS.171.753.01**  
**String Theory**  
**Ibrahima Bah**

Overall quality of the class: 4.78

This class had 5 or fewer comments.

**AS.171.755.01**  
**Fourier Optics and Interferometry in Astronomy**  
**Ronald Allen**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

**AS.171.762.01**  
**Advanced Condensed Matter**  
**Yi Li**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**AS.171.203.01****Contemporary Phys Sem****Jared Kaplan**

Overall quality of the class: 3.91

**Summary:**

The best aspects of this course included its open-ended structure, which allowed students to study and present on a topic of their choosing, and the diversity of the topics covered in the presentations. Some students felt that the quality of the presentations wasn't consistent in terms of preparedness and teaching ability. A few students also felt that some of the topics covered went beyond their level of physics knowledge. Suggestions for improvement included providing more guidance and a clearer grading rubric for the presentations. Prospective students are recommended the course if they are majoring or minoring in physics and are advised to not just present but to attend the lectures by their peers as well.

**AS.171.111.01-23****General Physics Laboratory I****Jonathan Mumford**

Overall quality of the class: 2.64

**Summary:**

The best aspects of this course included the straight-forward labs and gaining experience using practical applications such as Excel. Some students felt that the grading was unfairly harsh and that the expected 24-hour turn-around time for their lab reports was stressful. A few students also felt that there was a lack of guidance and feedback on the labs and that the workload was too heavy for a 1-credit course. Suggestions for improvement included giving students more time to complete their lab reports, creating a clearer grading rubric, and providing more instruction on error propagation. Prospective students are advised that the course workload is heavier than they might expect and that the course is best when taken concurrently with Physics I.

**AS.171.112.01-06****General Physics Laboratory II****Jonathan Mumford**

Overall quality of the class: 3.12

**Summary:**

The best aspects of this course included interesting lab experiments that helped reinforce the material learned in lectures and the opportunity to gain more experience writing lab reports.

Some students felt that the requirement to complete the lab report in 24 hours caused them to rush and that the lab instructions were at times unclear. Suggestions for improvement included extending the deadline for the lab reports, providing more guidance on the labs, and creating a clearer grading rubric. Prospective students are advised that they should manage their time so they're able to complete the lab reports by the next day and that the course has a heavier workload than the average 1-credit course.

**AS.171.115.01**

**Classical Mechanics Laboratory**

**Jonathan Mumford**

Overall quality of the class: 4.19

Summary:

The best aspects of this course included the engaging lab activities, the opportunity to practice coding in Python, and the applicable nature of the computer science and laboratory skills that are acquired. Some students felt that the workload was too heavy for a course only worth 1 credit and that the lab reports could be overly time consuming. Suggestions for improvement included reducing the workload or allowing more time to complete the labs and accompanying reports. Prospective students are advised that a basic understanding of coding in Python will prove very helpful and that the course is very time-consuming but ultimately very rewarding.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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, 03, 04, 05, 06, 07, 08  
Introduction to American Politics  
Robert Lieberman**

Overall quality of the class: 3.79

Summary:

The best aspects of this course included the professor’s ability to link the subject matter to current events, his use of visual aids to augment lectures, creative course assignments, such as blogs, that allowed students to focus on aspects of the course most interesting to them, and thoughtful writing assignments. Also, course readings were a good mix of news articles and scholarly pieces, and the teaching assistants provided feedback on writing assignments and led valuable discussion sessions. Some students felt the lectures went off topic and many of the readings were not covered in class. Suggested improvements were to improve organization of lectures and assign reading only if it will be covered in lectures. Prospective students should know the course requires a significant amount of reading and writing; no background in government or politics is needed.

**AS.190.204.01  
Ancient Political Thought  
Jane Bennett**

Overall quality of the class: 4.92

Summary:



The best aspects of this course were the classroom discussions, the readings and the professor's knowledge of and passion for the material. Some students said at times, the readings made the course feel more like a literature course than political science, and that discussion of some readings felt rushed. Suggested improvements were better defined instructions for the essay and more class discussion time. Prospective students should be prepared to participate in class discussions and to think deeply about the material.

**AS.190.226.01, 02, 04**

**Global Governance**

**Bentley Allan**

Overall quality of the class: 3.86

**Summary:**

The best aspects of this course were the lectures and reading, which provide a new perspective on global governance. Also, the teaching assistants provide helpful feedback on assignments and are able to explain some of the more complex concepts. Some students said the readings could be difficult without a background in political science or finance. Suggested improvements were to have a shorter reading list and to discuss more deeply the texts on the list, and to better introduce basic concepts to be covered in the course. This would benefit students who do not have a political science background. Prospective students should be prepared for challenging reading assignments. Some background in political science or international politics may be helpful.

**AS.190.226.01, 02, 03, 04, 06**

**U.S. Foreign Policy**

**Sebastian Schmidt**

Overall quality of the class: 4.26

**Summary:**

The best aspects of this course included the lectures, which provided an overview of US. foreign policy since World War I, and the teaching assistant, who used section discussions to review concepts covered in the readings. Some students said it was difficult to manage all the reading assignments and that the lectures sometimes felt rushed. Suggested improvements were to reduce the number of readings, ensure that the readings and the lectures are connected, and explain concepts or events that are to be covered in lectures for the benefit of those who may not be familiar with them. Prospective students should be prepared to attend all the lectures and to keep up with the heavy reading load. Most of the grade is based on two midterms and a final.

**AS.190.265.01**  
**Comparative Political Behavior**  
**Richard Katz**

Overall quality of the class: 3.63

Summary:

The best aspects of this course included the professor's knowledge of the material and learning how to interpret voting behavior. Some students said the reading workload was extremely heavy and not all of it was discussed in class. Suggested improvements were to re-evaluate the amount of reading necessary for this course, and to add a discussion component to the class. Prospective students should be prepared to do a lot of reading and to attend all lectures as they sometimes cover material not included in the readings.

**AS.190.282.01, 02**  
**Authority and Liberty**  
**Jennifer Culbert**

Overall quality of the class: 3.21

Summary:

The best aspects of this course were the readings and the discussion sections, which gave students an opportunity to delve more deeply into the reading selections. Some students felt the course lacked a focus, that the professor went off on tangents during the lectures, making them hard to follow, and despite this being an introductory course, it seemed to assume that students had a fairly deep knowledge of political theory. Suggested improvements were to add more structure to lectures, to have the TA not only pose questions, but to offer his views on how to interpret the material, and to make clear in the course description that it has a significant philosophical component. Prospective students should be prepared for challenging reading selections and have an interest in political philosophy.

**AS.190.315.01**  
**Asian American Politics**  
**Erin Chung**

Overall quality of the class: 4.85

Summary:

The best aspects of this course were that the materials and the professor provide valuable insight into Asian American history and politics, the classroom discussions encouraged students to share their ideas on the readings. Students appreciated that a course was offered that

focused on Asian Americans. Some students said the course required a lot of reading. A suggested improvement was to reduce the reading requirement so that students can better understand the material. Prospective students should be prepared to do a lot of reading and to take part in discussions.

**AS.190.329.01**

**National Security-Nuclear Age**

**Steven David**

Overall quality of the class: 4.81

Summary:

The best aspects of this course included the knowledgeable professor, the thought-provoking lectures and the lively discussions. Some students felt the reading load was too heavy and made it hard to prepare for the final exam. Suggested improvements were to put a greater emphasis on understanding the material instead of memorizing it, and moving the due date for the paper a week earlier to help students balance the paper and studying for the final exam. Prospective students should be prepared to budget their time to do all the reading so they will be prepared for the final exam. Students also should know the class involves a lot of discussion.

**AS.190.333.01**

**American Constitutional Law**

**David Dagan de Picciotto**

Overall quality of the class: 4.30

Summary:

The best aspects of this course were the knowledgeable and approachable professor, who leads a discussion-oriented class and challenges students to think about the role of the Constitution. Some students said that having more lectures would aid in understanding the more difficult readings. Suggested improvements were to discuss a wider range of case (perhaps more contemporary decisions) to mix lectures with class discussions. Prospective students should know that essays are graded strictly, but students get a chance to do rewrites; it's important to do all the reading; a knowledge of U.S. history is helpful.

**AS.190.339.01**  
**American Racial Politics**  
**Lester Spence**

Overall quality of the class: 4.73

Summary:

The best aspects of this course were the readings, the discussions and the professor. The professor spent the first few weeks lecturing to give the class a good foundation, then opened classes up to discussion on a wide range of topics relating to race in America. Some students said there was a lot of reading, not all of which was discussed in class. Suggested improvements were to shorten the length of the final paper (20-25 pages) and to limit readings to those that will be covered in class. Prospective students should know the course is reading and writing (three essays, one final research paper) intensive.

**AS.190.344.01**  
**Seminar in Anti-Semitism**  
**Benjamin Ginsberg**

Overall quality of the class: 4.67

Summary:

The best aspects of this course were the discussions and lectures. The professor always presented opinions on all sides of a topic. Some students said that since there are few assignments, it's hard to gauge your performance throughout the semester. A suggested improvement was to provide more feedback, perhaps on the student presentations. Prospective students should know there are only two graded assignments – a presentation and final paper.

**AS.190.352.01**  
**The Politics of Global Development**  
**Robert Shilliam**

Overall quality of the class: 4.90

Summary:

The best aspect of this course was the learning environment established by the professor: The class would break up into small groups to discuss topics and work on projects. Then the professor would lecture for the last 15-20 minutes. The professor also provided helpful feedback on essays and successfully combined economic theory, political history and social

dynamics into weekly topics that were paired with readings. Students were assigned a final video project. Some students felt more lectures were needed because of the professor's ability to distill complex topics into an understandable narrative. A suggested improvement was to have the professor lecture more often, perhaps at the beginning and end of each class. Prospective students should be prepared to work in groups. This is a good course for anyone with an interest in international development.

**AS.190.379.01**

**Nationalism and the Politics of Identity**

**Matthew Kocher**

Overall quality of the class: 4.90

Summary:

The best aspect of this course was the professor, who came to class with a list of items that were the focus for student discussions in the seminar. Discussions were direct and interactive and the professor knew the material well. Some students felt that too much reading was assigned and that discussions could be disorganized and veer off topic. Suggested improvements were to post discussion items before class and reduce the amount of reading to help students grasp complicated concepts. Prospective students should be prepared to read a lot and participate in discussions. A knowledge of global issues, current events, international relations is helpful.

**AS.190.382.03, 04**

**Democracy and Development: Theory and Cases**

**Sebastian Mazzuca**

Overall quality of the class: 4.35

Summary:

The best aspects of the course included presentations of theories and concepts in the lectures, and the section meetings, where the TA was able to clarify challenging material. Some students said there are too few graded assignments. Also, there was not much time between the delivery of feedback on the final paper proposal and the due date for the paper. A suggested improvement was to have a writing assignment at the beginning of the semester to give students an idea of what will be expected on the final paper. Prospective students should know that quizzes are based on lectures, which is why attendance is important.

**AS.190.396.01****Capitalism and Ecology**

William Connolly

Overall quality of the class: 4.54

Summary:

The best aspects of this course included the lectures, discussions and readings, which draw on science, history and political theory to frame the conversation on environmentalism. Some students felt the debates could be abstract and the readings difficult to understand. Suggested improvements were to have the professor or teaching assistant explain some of the concepts in a reading before that reading is presented by a student, creating an environment where it is easier for students to enter the discussion, having the professor or TA present the reading for the day, rather than a student. Prospective students should be prepared to write unconventional essays, do a lot of reading and participate in class. Some knowledge of environmental thought and political and economic theory may be helpful.

**AS.190.405.01****Food Politics**

Adam Sheingate

Overall quality of the class: 4.58

Summary:

The best aspects of this course included a professor with a knowledge of the subject matter, class discussions (some led by students), clear expectations, and helpful feedback on assignments. The course looks at food from the perspective of politics, public health, economics and more. Some students felt the paper prompts were too specific and that it was difficult to answer all the questions within the page limit. A suggested improvement was to allow for greater creativity in writing assignments. Prospective students should know that they need to complete the readings in order to do the essays and participate in class.

**AS.190.412.01****The Use and Misuse of Force**

Steven David

Overall quality of the class: 4.81

## Summary:

The best aspects of this course are the lectures and discussions, which challenge students' preconceived notions; the professor's mastery of the material; and his ability to create an environment for open discussion and thoughtful debate. Some students felt it was difficult having a number of graded assignments due at the end of the semester, and that there was little feedback on assignments earlier in the semester. Suggested improvements were to spread due dates for graded assignments throughout the semester and provide more feedback throughout the semester. Prospective students should be prepared to participate in class discussions and keep up with the readings.

**AS.190.425.01****The New deal and American Politics**

Daniel Schlozman

Overall quality of the class: 4.45

## Summary:

The best aspects of this course included a small class size and seminar-like environment, the class discussions, the ability for students to be creative on their final paper and the professor's willingness to give feedback throughout the paper-writing process. Some students felt the guidelines for assignments were vague. Suggested improvements were to reduce the amount of reading so students could spend more time on each assignment and perhaps to split the course into two sessions per week. Prospective students should know that the reading list is extensive and that it's important to keep up in order to participate in class.

**AS.190.438.01****Violence and Politics**

Benjamin Ginsberg

Overall quality of the class: 4.67

## Summary:

The best aspects of this course included the interactive nature of the class and that students get to choose the book that they would like to present in class. Suggested improvements included

more direct feedback from the Professor and that a few assignments were presented so students can see how his grading system works. Prospective students be prepared to participate in class and know that they may not know their grade until the end of the course.

**AS.190.442.01**

**Civil Society**

Erin Chung

Overall quality of the class: 4.80

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**AS.190.443.01**

**Politics of Outer Space**

Daniel Deudney

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the professor's enthusiasm and expertise, and the challenging readings. Students said a large percentage of the grade is based on two papers due at the end of the semester. Suggested improvements were to spread out the papers, having one due at the midway point and the other at the end, and to have more graded assignments so students have an indication of how they are doing. Prospective students should know that much of the work comes at the end of the course when the two papers are due, and that the papers make up most of the grade.

**AS.190.451.01**

**Geopolitics**

Daniel Deudney

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the lectures and the professor's knowledge of the material. Students said the final grade is largely determined by two papers due at the end of the course. As a result, there is no feedback during the semester and students do not know how they are doing or what they can do to improve before the course ends. Suggested improvements were that the professor make assignments and provide feedback on them



throughout the semester, and that students have more opportunities to discuss the readings. Prospective students should know that the course involves a lot of writing at the end of the semester, that the readings and discussions can be abstract and theoretical, and that the course focuses on technology.

**AS.190.498.01**

**Thesis Colloquium**

Adam Sheingate

Overall quality of the class: 4.67

Summary:

The best aspects of this course were the small class size and the feedback they received from the professor and peers as they met each week to read each other's work and develop their theses. Some of the students said the readings were not always relevant to their projects. A suggested improvement was to provide more guidance, perhaps by looking at theses from previous years, on how to format the thesis and what the final product should look like. Prospective students who are considering a thesis should know that this course can help you choose a topic and begin writing.

**AS.191.119.01**

**Freshman Seminar: Thinking Critically Through the Global South**

Tulio Zille

Overall quality of the class: 3.85

Summary:

The best aspects of this course included the small class size, the professor and his willingness to let students choose classroom activities, lead discussions and bring their own ideas to the conversations. Some students felt the professor could have taken a more active role in guiding discussions, which weren't always linked to the readings. A suggested improvement was to do more in-class analysis of readings. Prospective students should know this is a discussion-based class and that grades are based largely on participation.

**AS.191.312.01****The Politics of Personal Life: Work, Family and Consumption**

Jonathan Masin-Peters

Overall quality of the class: 5.0

**Summary:**

The best aspects of this course were a professor takes student preferences into account when assigning readings and directing class discussions. The professor created a judgment-free classroom environment and provided timely and useful feedback on papers. Some students felt readings were occasionally hard to understand and not all that useful. A suggested improvement was to scale back the readings. Prospective students should be prepared to do a lot of reading and writing and to heed the professor's feedback in order to improve their grades.

**AS.191.313.01****Why We Punish**

Jonathan White

Overall quality of the class: 4.43

**Summary:**

The best aspects of this course were the class discussions, the balance in the assigned readings – including theoretical case studies to fictional accounts, the professor's ability to provide detailed and helpful feedback and his willingness to listen to students' suggestions and concerns. Some students felt there was too much reading. Suggested improvements were to make fewer reading assignments so students don't have to rush through them, and to provide more guidance on what's expected in micro-papers. Prospective students should be prepared for lots of reading, a large paper at the end of the course, and a presentation based on readings.

**AS.191.315.01****The Domestic Politics of Israel**

Alona Dolinsky

Overall quality of the class: 4.44

**Summary:**

The best aspects of this course were the professor's passion for the subject and the interesting discussion topics. Some students thought there was too much required reading. Suggestions for

improvement were to have classroom discussions focus more on analysis and current events and to make assignments based on some of the readings to help students understand them. Prospective students should know that participation is important in this discussion-based class.

**AS.191.326.01**

**International Politics from the Global South**

Jose Rodriguez Aquino

Overall quality of the class: 4.91

Summary:

The best aspects of this course included challenging and unconventional writing assignments that allowed students to experience global politics rather than just learn about it, stimulating discussions, the use of outside speakers such as PhD candidates and professionals who advised students on their writing projects and provided perspective on career options, the professor's grasp of and passion for the subject matter and the feedback he provided on essays, and the opportunity to see how the Global South fits into and can exert influence on the international order. Some students felt the readings tended too much toward the theoretical and did not include enough case studies, and that Africa should have been part of the discussion. Suggested improvements were to de-emphasize some of the theoretical texts and incorporate more case studies, perhaps include Africa in the discussion, and to discuss more contemporary readings and current events. Prospective students should be prepared for theoretical readings and to contribute to classroom discussions. A background in international relations may be helpful.

**AS.191.327.01**

**By any Means Necessary? Political Theories of Violence**

Quinn Lester

Overall quality of the class: 4.80

Summary:

The best aspects of this course were the challenging and stimulating discussions (often led by students), the feedback on written assignments, a diverse and rigorous syllabus, and the professor's ability to explain complex concepts. Some students felt it was difficult to do all the reading. A suggestion was to provide feedback on the reading responses and to give students questions to guide some of the longer reading assignments. Prospective students should be prepared to do a lot of reading and should know this is a good introductory course to political theory and to learn about racial struggles.

**AS.191.335.01**

**Arab-Israeli Conflict**

Robert Freedman

Overall quality of the class: 4.70

Summary:

The best aspects of this course were putting current events in historical perspective, the professor's ability to provide first-hand account of Arab-Israeli negotiations and his overall knowledge of the subject matter, clearly stated expectations for exams and essays, and students being able to write a final paper on subject of interest to them. Some students felt the amount of reading was overwhelming and that the 2½-hour weekly sessions were too long. Suggested improvements were to hold two meetings per week and to assign fewer readings. Prospective students should know the final grade is based on two exams and one paper, and should be prepared for extensive weekly reading assignments that will help them understand the complexity of Arab-Israeli relations.

**AS.191.345.01**

**Russian Foreign Policy**

Robert Freedman

Overall quality of the class: 4.20

Summary:

The best aspects of this course were the professor's command of the material, his willingness to provide feedback on exams and writing assignments, discussions not just of Russian foreign policy and politics but also history, culture and current events. Some students the lectures lacked a chronology and could be hard to follow. Suggested improvements include use of slides to help bring order to the lectures, more student involvement and fewer readings. Prospective students should be prepared to keep up with the reading assignments, which are substantial.

**AS.191.375.01**

**Thinking Organizationally About Politics**

Steven Teles

Overall quality of the class: 4.40

Summary:

The best aspects of the course were the feedback on written assignments and the lecture path the professor laid out, starting with theory, then moving to different layers of real-life applications and ending with higher education administration. Students said assignment instructions could be abstract and the class could have benefitted by more student-to-student

discussion. Suggested improvements were more class discussion and clearer instructions on assignments. Prospective students can expect to do a significant amount of reading.

**AS.191.376.01**

**Public Policy Writing**

Phillip Longman

Overall quality of the class: 3.90

Summary:

The best aspects of this course are that students get instruction in real-world writing, such as grant writing, opinions-editorials, and policy memos; assignments are graded on the last version, including edits; the professor brings in a number of guest speakers; and the professor is more of a writing coach than a writing teacher. Some students felt the feedback was confusing, the professor did not always stick to the syllabus and assignments were not clear. A suggested improvement was to spend less time on group discussions and lectures and more time with 1-on-1 sessions. Prospective students should be prepared to do a substantial amount of writing and should try to work 1-on-1 with the professor.

**AS.191.379.01**

**Thinking Strategically**

Karl Mueller

Overall quality of the class: 4.20

Summary:

The best aspects of this course included looking at strategy through a variety of media, readings and videos; the lectures are touch on interesting topics such as war games, strategy, game theory and the foreign policy of the Trump administration. Some students felt the lectures could be tedious and that the professor had to rush through some topics because it was only a half-semester course. A suggested improvement was to make lectures more interactive. Prospective students should expect to do a significant amount of reading.

**AS.191.381.01**  
**Education Policy**  
Frederick Hess

Overall quality of the class: 4.80

Summary:

The best aspects of this course were the professor, an experienced educator who presented a comprehensive overview of education policy; the challenging topics covered in class; and the classroom discussions and readings. Some students said reading a book a week could be difficult. Suggested improvements were to make this a full-semester course, provide greater clarity on assignments and provide better feedback. Prospective students should be prepared to participate in class discussions and keep up with the reading assignments.

**AS.191.382.01**  
**Thinking Economically**  
Heather Boushey, Todd Tucker

Overall quality of the class: 4.50

Summary:

The best aspects of this course were that it covered a wide range of economics topics, including legislation; the instructors were able to explain complex economic concepts; and guest speakers were featured. Students said some of the readings were hard to understand without an economics background, and the thesis of the course wasn't clear. A suggested improvement was to provide more detailed instructions for assignments. Prospective students should be prepared to stay current on the readings and participate in class.

**AS.191.383.01**  
**Visualizing Data**  
Patrick Ruffini

Overall quality of the class: 3.80

Summary:

The best aspects of this course were that the instructors taught transferable and marketable skills – use of the programming language R and the data visualization tool Tableau – and gave career advice; guest speakers discussed a variety of topics; lectures touched on diverse topics such as graphic design, infographics, data visualization in journalism, polling and political partisanship. Students said that some of the readings that were assigned were not discussed and that lectures were not always helpful in completing assignments. A suggested

improvement was to focus more on technical skills and pairing those skills with short readings. Prospective students should know that basic knowledge of coding is helpful for this course.

**AS.191.405.01**

**Modernity and the Slaughterhouse: Labor, Violence, and Animals in Contemporary Society**

Jan Dutkiewicz

Overall quality of the class: 4.80

Summary:

The best aspects of this course included a professor that encouraged students to develop their own ideas, not memorize information; the research paper instructions were general, allowing students to explore topics of interest to them; the well-thought-out reading list; and the open-ended discussions, which were guided but not dominated by the professor. Students said it was hard to determine sometimes where the course was headed. Suggested improvements were one long class per week rather than two shorter classes; more discussions on current topics and larger questions than on the readings; and spreading out the reading assignments. Prospective students should be prepared to do the reading and participate in class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS**  
**FALL 2018**  
**Latin American Studies**

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

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

**AS.361.335.01**  
**Colombia at War**  
**Eduardo Gonzalez**

Overall quality of the class: 4.0

Summary:

The best aspects of this course included the professor’s passion for the subject matter, classroom discussions, and the materials and guest speakers he used to augment his lectures. Students said the professor provided great insight into Colombian history and culture. Some students felt the course needed more structure and that they did not receive sufficient feedback on their work. Suggestions for improvement included more feedback and more focused lectures that integrate the assigned readings. Prospective students should be prepared for an extensive reading – particularly novels – and writing.



**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.FA18  
Introduction to Psychology  
Charles Firestone**

Overall quality of the class: 4.42

**Summary:**

The best aspects of this course were the professor, who delivers engaging and humorous lectures and makes a class of more than 400 students feel much smaller; the use of in-class videos, interactive segments and guest lecturers; the readings (from magazines, reviews and other sources rather than textbooks); the topics that are covered throughout the semester. Some students said the exams, which are all multiple choice, were quite challenging and require knowledge of very specific information; that it was hard to get feedback from the professor or teaching assistants because of large class size; that if students miss a class, it’s hard to catch up since lectures aren’t recorded and there is no textbook. Suggested improvements were to post lecture notes or recordings of lectures online, have tests focus more on concepts rather than details, provide back tests or practice problems, and add more TAs to speed up grading and provide more feedback to students. Prospective students should be prepared to do the reading and take good notes on the lectures since material from both will appear on the tests. The course will provide a good overview of basic psychology concepts; no background in the subject is required.

**AS.200.132.01.FA18**

**Introduction to Developmental Psychology**

**Lisa Feigenson**

Overall quality of the class: 4.70

Summary:

The best aspects of the course were the professor's enthusiastic and informative lectures; the fact that grades are based on tests and essays and that the writing assignments help students learn to read research papers and look for critical information; and the subject matter, which uses prominent theorists and empirical data to explain how we develop as individuals and as a society. Some students said the grading of essays seemed arbitrary. Suggested improvements were to make expectations for writing assignments clearer and post lecture slides online. Prospective students should be prepared to stay current with readings and attend all lectures since slides are not posted online. A background in psychology is not necessary.

**AS.200.133.01.FA18**

**Introduction to Social Psychology**

**Stephen Drigotas**

Overall quality of the class: 3.72

Summary:

The best aspects of this course were that much of the material that was discussed is applicable to everyday life; the professor's use of personal anecdotes and teaching methods, such as in-class experiments, made lectures more engaging. Some students felt the exams were a test of how much material they could memorize rather than knowledge; lecture slides should be posted online as a study aid; essay questions on exams sometimes were ambiguous or required more information than could be provided in the time allotted for the test. Suggested improvements were to make exam questions more precise, post lecture slides online, and emphasize learning more and memorization less. Prospective students should be prepared to attend all the lectures and take good notes, know that the grade is based on four exams and a paper and that the course will test students' memorization skills. No psychology background is required.

**AS.200.141.01.FA18**

**Foundations of Brain, Behavior and Cognition**

**Linda Gorman**

Overall quality of the class: 4.33

Summary:

The best aspects of this course were the enthusiasm and knowledge of the professor, and the review sessions held by the teaching assistants, who are able to break down information

presented during lectures and explain key concepts. In addition, the exams are open notes, lectures are engaging and are recorded and posted online, and the course itself is a good introduction to neuroscience, cognitive science and psychology. Some students felt the course moved at an extremely fast pace, making it hard to process all the information. Suggested improvements were shorter lectures with less information so students can understand what is being presented and more discussions involving the professor and student. Prospective students should know that the course requires a significant time commitment; lectures move fast, but are recorded and posted and there is no homework except studying and preparing a six-page notes sheet for tests; it is important to attend TA review sessions and understand the material, not just memorize it.

**AS.200.159.01.FA18**

**Freshmen Seminar: Evolutionary Psychology**

**Howard Egeth**

Overall quality of the class: 3.30

Summary:

The best aspects of this course were the subject matter and the book, "The Moral Animal," that students were asked to read. Some students felt that while the course is billed as a seminar, the professor dominated the conversation. Students also said it was hard to determine what their grade was until the end of the semester. A suggested improvement was to allow more discussion in the class. Prospective students should be prepared to read the book in order to participate in class.

**AS.200.200.01, 02, 03, 04, 05, 06.FA18**

**Research Methods in Experimental Psychology**

**Jeffrey Bowen**

Overall quality of the class: 3.69

Summary:

The best aspects of this course were the lectures, which featured helpful PowerPoints, the teaching assistants, and the fact that the homework assignments often allowed students to apply what they learned in class. Some students said the three-hour class was too long and should be broken up into shorter segments, that assignments involving R (an environment for statistical computing) could be confusing, that the professor and TAs were slow in delivering feedback on assignments, and that homework assignments require a significant investment of time, yet only account for a small percentage of the final grade. Suggested improvements were holding the class over two or three days instead of one, and providing more timely feedback on assignments. Prospective students should know the course requires a lot of writing and involves two exams and a final paper that can be worked on throughout the semester. Students need not have a background in psychology.

**AS.200.202.01.FA18**  
**Forensic Psychology**  
**Chelsea Howe**

Overall quality of the class: 4.32

Summary:

The best aspects of this course were the professor's lectures and her use of her own experiences as a forensic psychologist to illustrate important points. Some students felt that course required too much writing for a class that is not listed as writing intensive, and that classes, at two hours and 20 minutes, are too long and should be broken into shorter periods. Suggested improvements were having review sessions before exams, fewer writing assignments, or making the course writing intensive, clearer guidelines on what is expected in the papers, and shorter class periods. Prospective students should be prepared to do a lot of writing and should know the coursework includes three papers, a midterm and a final exam.

**AS.200.204.01, 02.FA18**  
**Human Sexuality**  
**Chris Kraft**

Overall quality of the class: 4.47

Summary:

The best aspects of this course were the discussions in class, the readings, the topics that were covered, the way in which they were covered (a dominatrix was invited in as a guest speaker), and the professor's knowledge of and passion for the subject matter. Some students said the papers required a significant investment of time, yet each only accounted for 5 percent of the grade, and that lectures repeated the same material as the readings. Suggested improvements were to make writing assignments account for more of the final grade, having more class discussions, and have quizzes focus on material covered in the last week or so. Prospective students should know this course covers material that is not covered anywhere else, material on the human body, sexuality, society, people's misconceptions and preconceptions. They should be prepared to read and write a lot and to study for the weekly quizzes.

**AS.200.208.01.FA18**  
**Animal Behavior**  
**Kirsten Bohn**

Overall quality of the class: 4.50

Summary:

The best aspects of this course were the teacher's enthusiastic lectures, which used real-life examples to illustrate different types of behavior, and tests that require students to understand the material, not simply memorize it. Some students felt the class moved too quickly at times. A

suggested improvement was to make the class more interactive. Prospective students should be prepared to do all the assigned reading and take good notes during the lectures. Grades are based on completion of homework assignments, two midterms and a final.

**AS.200.209.01.FA18**

**Personality**

**Chelsea Howe**

Overall quality of the class: 4.69

Summary:

The best aspects of this course were the professor, who shows a real interest in her students and conducts interactive lectures using real-life examples from her work, and the topics covered in class, many of which are applicable to everyday life. Some students said the length of the class made it difficult to focus. Suggested improvements were shortening the length of the class and providing clearer explanations for what's expected in the case conceptualizations. Prospective students should be prepared to stay current on assignments in advance of quizzes and to complete writing assignments nearly every week. No background in psychology is required.

**AS.200.211.01.FA18**

**Sensation & Perception**

**Jason Fischer**

Overall quality of the class: 4.54

Summary:

The best aspect of this course was the professor, who spends time at the beginning of each class going over material from the previous class that might have been confusing, uses demonstrations as part of his lectures, uses engaging PowerPoint presentations and records his lectures. Also, exams focus on material covered in class. Students said that the final grade is based solely on three exams. Suggested improvements were to add assignments that would count toward the final grade and providing practice questions for exams. Prospective students should be prepared to attend lectures and take good notes because exams are based on the lecture material. No psychology or neuroscience background is needed.

**AS.200.222.01.FA18**  
**Positive Psychology**  
**Justin Halberda**

Overall quality of the class: 4.30

Summary:

The best aspects of this course were the fun lectures, team activities at the end of lectures, discussing topics that are relevant to students' daily lives and can contribute to their overall sense of wellbeing, and the journal writing exercises. Students said group work is not productive unless all members are participating and some of the topics covered in class seemed like simple common sense. Suggested improvements were to reduce the number of long readings and adopt an attendance policy for group activities to ensure participation. Prospective students should know they will have reading and journal-writing assignments for each class, and will be responsible for a 20-25 page paper at the end of the semester. No psychology background is necessary.

**AS.200.306.01.FA18**  
**Psychology in the Workplace**  
**Heather Roberts Fox**

Overall quality of the class: 3.86

Summary:

The best aspect of the course was that it presented material that could be of use to students as they enter the working world and go through the hiring process. The course includes job-fit exercises that allow students to explore a job of interest. Some students said classes sometimes felt disorganized, with jumpy transitions between discussions and lecture slides, and that lecture material could be uninspiring. Suggested improvements were to have more group activities and clearer instructions on what is expected in assignments. Prospective students should know that the course can provide useful information about pursuing a career, class attendance is important as part of the grade is based on participation, and no prior psychology background is required.

**AS.200.313.01.FA18**  
**Models of Mind and Brain**  
**Christopher Honey**

Overall quality of the class: 4.71

Summary:

The best aspects of this course were the lectures and the various projects, presentations and papers, all of which contributed to an understanding of the different models of the mind and brain. The professor also created a comfortable environment for discussion and showed a clear

understanding of students' needs. Students said lectures could sometimes were too in-depth about a particular topic and lost sight of the larger picture, and that the course would be difficult for those with no Python coding experience. Suggested improvements were more coding and computational exercises and greater clarity/feedback on expectations for the final project. Prospective students should have some background in Python and will need to stay current with the reading assignments.

**AS.200.321.01.FA18**

**Child and Adolescent Psychopathology**

**Alison Papadakis**

Overall quality of the class: 4.42

Summary:

The best aspects of this course were the professor's enthusiasm and expertise, her use of videos and case studies to explain how to identify developmental psychopathology in children and adolescents, and the class discussions. Students said the professor got behind on the syllabus, which affected due dates for assignments and required students to do case studies before certain topics were covered in the lectures. Also, some students said they could have used more guidance and options on the final case paper and that there was not sufficient time set aside for the midterm. Suggested improvements were to discuss fewer disorders so there would not be a rush to get through the material and to provide more guidance and a wider selection of topics for the case paper. Prospective students should know they will use a lot of what they learned in abnormal psychology and will get regular reading and writing assignments.

**AS.200.322.01.FA18**

**Clinical Neuropsychology**

**Tyler Rickards**

Overall quality of the class: 4.40

Summary:

The best aspects of this course were well-organized lectures that aided in understanding the complex nuances of neuropsychology, the guest lecturers, and the professor's willingness to provide detailed feedback. Students said exams are very detailed and there is only one midterm. Suggested improvements were to make exams less detail-oriented and record the lectures. Prospective students should be prepared for long readings that could be difficult without knowledge of brain anatomy or mental disorders.

**AS.200.324.01, 02.FA18**

**Choosing the 'Champion' Animal in Neuroscience Research**

**Angeles Salles**

Overall quality of the class: 4.89

Summary:

The best aspects of the course were the professor, who encourages students to understand the material rather than simply memorize it, the class discussions, and the fact that students learn how to reach scientific papers and focus on the most important information. Students said discussions of papers could get repetitive and that test questions were sometimes ambiguous. A suggested improvement was to provide questions to students before they begin reading papers to aid their understanding of the material. Prospective students should be prepared to read research papers and discuss them in class. A neuroscience background is not necessary, but could be helpful.

**AS.200.326.01.FA18**

**Law, Psychology and Public Policy**

**Paul Hofer**

Overall quality of the class: 4.50

Summary:

The best aspects of this course were the small class size, the class discussions and that it teaches you to analyze research data and how an experiment or survey was done before accepting the conclusions. Also, the professor provides valuable feedback on all aspects of the final paper. Students said the lectures could be more interactive and that discussing final papers topics ahead of time would make it easier for students to talk about them when they are presented. A suggested improvement was to give students more time to choose a paper topic, and perhaps list of possible topics. Prospective students should know that planning for the final paper and the presentation should begin well in advance, and that it's important to do the readings and participate in class.

**AS.200.329.01.FA18**

**Real World Human Data: Analysis & Visualization**

**Janice Chen**

Overall quality of the class: 5.0

Summary:

The best aspects of this course were the professor, who cares about students and their performance and meets with them individually to discuss their final projects, and the course content, which includes interesting concepts in data analysis. Some students said the Matlab programming language and coding could be difficult to understand. A suggested improvement



was to provide better explanations of the coding. Prospective students should have some Matlab coding experience.

**AS.200.333.01.FA18**

**Advanced Social Psychology**

**Stephen Drigotas**

Overall quality of the class: 4.0

Summary:

The best aspects of this course were the classroom discussions, learning about the best ways to do research and to critically analyze psychology research, and having the opportunity to read different psychology research studies. Some students felt they didn't get enough feedback on assignments, that the grading system was unclear, and that the amount of writing required seemed too much for a non-writing intensive course. Suggested improvements were to provide better feedback on assignments, including the final paper, and explain the grading rubrics. Prospective students should know this is a seminar-style course that requires them to read many research studies. Students should be prepared to participate in the discussions and to write a 10- to 15-page paper at the end.

**AS.200.376.01.FA18**

**Psychopharmacology**

**Hita Adwanikar; Susanne Sterbing-d'angelo**

Overall quality of the class: 3.07

Summary:

The best aspects of this course were the topics that were covered, the open notes tests, and the ability to earn extra credit. Students said it sometimes seemed like the professors rushed through the material, that lectures consisted of professors reading off slides with no elaboration, that it was difficult to hear the professors because of technical problems, that recordings of lectures were not always helpful, and that lectures and slides were often disorganized. Suggested improvements were to slow down the lectures and not try to pack so much information in a short time, use more effective PowerPoints, and focus more on larger concepts and less on specific details. Prospective students should have some neuroscience and cell biology background. They should also know that the class moves fast.

**AS.200.380.01.FA18**  
**Neurobiology of Human Cognition**  
**Marina Bedny**

Overall quality of the class: 4.10

Summary:

The best aspects of this course were the classroom discussions, the professor's knowledge of the material and her willingness to make herself available to answer questions. Students said they were graded on their participation in discussions but that the grading system was unclear. Suggested improvements were to post recordings and videos of the lectures and provide a clear explanation of the grading system. Prospective students should be prepared to complete all the readings as the material will appear later on exams. They should also know that they will be expected to write essays about studies and papers that they're asked to read.

**AS.200.382.01.FA18**  
**Models of Psychotherapy**  
**Alison Papadakis**

Overall quality of the class: 4.44

Summary:

The best aspects of this course were the interactions between students, the use of therapy videos and case studies to present the material, and informative lectures. Taken together, these elements provided a good look of what it's like to be a practicing clinical psychologist, counselor or therapist. Some students said it could be difficult to keep up with all the coursework, including journal writing, case studies, and other reading and writing assignments. A suggested improvement was to give students fewer assignments so they could spend more time on each one. Prospective students should be prepared to do a lot of reading and writing and have good time management skills due to the number of assignments. A background in abnormal psychology is helpful.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
PUBLIC HEALTH STUDIES**

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

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

**AS.280.101.01, 02, 03, 04, 05  
Introduction to Public Health  
Maria Bulzacchelli**

Overall quality of the class: 3.86

Summary:

The best aspects of this course included a good overview of current issues in public health and medicine, discussions in class and in labs with the teaching assistants allow students to talk over assignments, and the professor and TAs who know the subject matter well. Some students felt the lecture slides should be posted, the lectures were uninspiring, and that the class requires too much memorization rather than critical thinking. Suggested improvements were to post the slides after the lecture, and to incorporate more discussion into the lectures. Prospective students should be prepared to attend all the lectures and take good notes. Coursework includes short written assignments, and one longer one; exams are based on the lectures.

**AS.280.225.01  
Population, Health and Development  
Stanley Becker**

Overall quality of the class: 3.60

Summary:

The best aspects of this course included the debates and presentations that took the place of lectures one day a week, the knowledgeable and helpful professor, teaching assistants, and the guest speakers. Some students felt exam and homework grading could be harsh, and that it was

difficult to complete because of all the calculations involved, and too much memorization was required. Suggested improvements were to place less of an emphasis on memorization, and fewer lecture slides so students can concentrate on key issues. Prospective students should be prepared to memorize lots of material, and know that much of the work involves homework assignments and group projects. No background in public health is required.

**AS.280.240.01, 02**

**Research Methods in Public Health**

**Roland Thorpe**

Overall quality of the class: 2.72

**Summary:**

The best aspects of this course included students being able to research a topic of their choice and write the final paper about it, the TA was adept at clearing up questions from the lectures, deadlines are clearly stated, and students have a considerable amount of freedom. Some students said the principal professor did not respond to emails and was uncommunicative and expectations for assignments were not clearly stated. Suggested improvements were to clearly state expectations for assignments and to establish better communication between the two professors and the teaching assistants, and between the professors themselves. Prospective students should be prepared to spend hours researching their independent study topic, to remain aware of deadlines, and to attend all lectures. A knowledge of database searches is helpful.

**AS.280.335.01**

**The Environment and Your Health**

**Joseph Bressler; Megan Latshaw; James Yager**

Overall quality of the class: 3.77

**Summary:**

The best aspects of this course included the guest speakers, who are leaders in their field; the breakout groups, which allowed for small-group discussions; lecture slides and recordings, which were posted online; and the professors, who provided a useful overview of how the environment affects health. Some students felt the group projects were unfair because they were graded as a group, not individually; the long lectures contained too many slides that were poorly organized; and exams required memorization rather than understanding. Suggested improvements were shorter lectures that allow more time for student involvement, making the group paper an individual paper, more accurate due dates for assignments, and less

memorization for exams. Prospective students should know that memorization of details in the lectures is important in preparing for exams, as is the group project.

**AS.280.345.01, 02, 03, 04, 05, 06, 07, 08, 09**

**Public Health Biostatistics**

**Leah Jager; Margaret Taub**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this course included the ability of the professors to relate the topics to real-world situations and public health issues of interest to students; analyzing real data to understand why some statistical methods are used; and the pre-class videos, which help students understand concepts covered in class. Also, the small sections help reinforce concepts that are discussed in class and prepare students for the public health projects. Some students felt the questions on quizzes and exams could be confusing and that time spent in class was not always productive. Suggested improvements were to provide clearer guidelines for the public health projects and more challenging activities in class. Prospective students should know no background in statistics is necessary, they will do a substantial amount of coding using R software, but no prior knowledge is necessary.

**AS.280.346.01**

**Advanced Biostatistics Laboratory**

**Leah Jager, Margaret Taub**

Overall quality of the class: 4.64

**Summary:**

The best aspects of this course included the professors and teaching assistants being available to give extra help and providing valuable feedback on assignments, learning to use R software, and the close relationship between homework assignments and activities in class. Some students felt one class a week was not enough. A suggested improvement was to have more than one class a week. Prospective students should know this class provides a good opportunity to become more familiar with R software and that some background in programming languages may be helpful.

**AS.280.350.01, 02, 03, 04, 05**  
**Fundamentals of Epidemiology**  
**Heather McKay, Michael Schneider**

Overall quality of the class: 4.06

Summary:

The best aspects of this course were the professors, who were enthusiastic about the subject matter and wanted to see their students do well, and the guest speakers, who discussed their epidemiological field work. Some students said the lectures were often lackluster because the professors just read off their PowerPoint slides. A suggested improvement was to increase the amount of interaction with students during lectures. Prospective students should know that completing the homework and discussion problems is important to understanding the material.

**AS.280.399.01**  
**Community Based Learning – Practicum Community Health Care**  
**Lee Bone**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included doing volunteer work with a community organization, touring neighborhoods around Baltimore to learn about their history and the public health issues they are confronting, and listening to the guest speakers talk about community health. Some students said that traveling to and from the work sites could be difficult and that some of the guest speakers were not engaging. Suggested improvements were breaking the two-hour class into two, one-hour classes and finding more interesting guest speakers. Prospective students should be prepared to spend much of their time (approximately 40-45 hours over the course of the semester) volunteering with the community-based organizations and should therefore be sure to pick a group that truly interests them.

**AS.280.438.01**  
**Reproductive Health in Crisis: Issues in Meeting the Needs of Vulnerable Populations**  
**Lillian Collins**

Overall quality of the class: 4.73

Summary:

The best aspects of this course included the classroom discussions, the guest speakers and a style of teaching that encourages group learning, as opposed to lectures. The class also viewed reproductive health from a global perspective by touching on humanitarian crises and a number of other important contemporary issues. Some students said there were too many readings and

that not all of them were helpful. A suggested improvement was to provide clearer instructions and more feedback on the midterm. Prospective students should be prepared to participate in class discussions, stay up-to-date on news relating to reproductive health, and write two major essays

**AS.280.439.01**

**Ecological Change and Infectious Disease**

**Alexandra Lorentz**

Overall quality of the class: 4.42

Summary:

The best aspects of this course included the discussions, each Friday, of academic papers, giving students some insight into current research; the discussions of current events that related to themes covered in class, such as hurricanes and environmental policy; and lectures that examined different pathogens and how they are affected by the environment. Some students said the professor relied too much on slides during her lectures, but that this reliance decreased as the semester progressed and the lectures became more interactive. Suggested improvements were to have more group discussions and to allow students to lead the Friday discussion. Prospective students might find it helpful to have some background in epidemiology and environmental science, but it's not a requirement.

**AS.280.440.01**

**Introduction to Harm Reduction: Principles and Examples in Public Health**

**Catherine Tomko**

Overall quality of the class: 4.71

Summary:

The best aspects of this course included the student-led discussions of journal articles, a learning environment in which students felt comfortable sharing their ideas, interesting lecture topics, and the instructor's regard for the needs and concerns of her students. Suggested improvements were to invite more guest speakers and to provide better and more timely feedback on assignments. Prospective students should be prepared to participate in discussions, complete the weekly journal club reading and pay attention to the lectures.

**AS.280.441.01****Social Media and Public Health****Yonaira Rivera**

Overall quality of the class: 4.18

## Summary:

The best aspects of the course included the discussions, activities and group assignments that accompanied the lectures; a professor who provided valuable feedback and assistance to ensure that students succeeded; and being able to use the lessons learned to produce a research study. Some students said the course was not what they expected and that it was really about research methods using social media. Suggested improvements were to add more interactive elements throughout the lectures, along with more activities and class discussions. Prospective students should know the course is research-focused. They should be prepared to write a lot, complete the readings and attend class.

**AS.280.442.01****Genetics and Public Health****Russell Swift**

Overall quality of the class: 4.20

## Summary:

The best aspects of this course were the class discussions on topics such as bioethics and bioterrorism, the guest speakers, the opportunity to study genetics from a public health perspective, an instructor who was willing to help students succeed and provided constructive feedback before assignments were officially turned in. Some students said assignment instructions were not always clear. Suggested improvements were to clarify assignment expectations and to make lectures more interactive. A background in biology and genetics would be helpful.

**AS.280.443.01****Health-Related Stigma: Concepts, Considerations, and Interventions****Kathryn Heley**

Overall quality of the class: 4.47

## Summary:

The best aspects of this course included the class discussions, the instructor's willingness to listen to students' feedback, interactive lectures, and having the opportunity to examine how various stigma can be detrimental to public health. Some students felt it was difficult to keep up with the reading assignments and that the reading deadlines were unrealistic. Also, students said it was hard to track their progress because grades were not regularly posted. Suggested improvements were regular posting of grades and more feedback on papers during the writing process, and better time management for presentations and class discussions. Prospective



students should be prepared to do a lot of reading and discuss it in class. They also should know the final is a 10-page paper and there are no tests.

**AS.280.495.01**

**Honors in Public Health - Seminar**

**Ann Herbert**

Overall quality of the class: 3.38

**Summary:**

The best aspects of this course included intellectual freedom, meaning there were few requirements and students could take their research where they wanted; good feedback from the professor; the opportunity to critique the work of others and to gain an understanding of the research process. Some students felt the class was too large and that that limited the usefulness of class time. Also, expectations and grading were unclear at the beginning of the course. Suggested improvements were to state expectations clearly at the start of the course, de-emphasize in-class presentations and focus more on how to write each section of the thesis, and provide more information about grading. Prospective students should be prepared to do significant planning and data analysis before the start of the course or it will be hard to keep up. Students should know that the course is demanding and they should use all available resources, such as the library, librarians' workshops, teaching assistants, instructor and other students.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.230.101.01-08  
Introduction to Sociology  
Emily Agree, Ryan Calder**

Overall quality of the class: 4.19

**Summary:**

The best aspects of this course included the interesting reading selections, engaging lectures, and helpful class discussions. Some students felt that some of the reading assignments were overly long and that discussions were sometimes too reliant on student participation, which created a lack of direction. A few students also felt that having two professors would at times create inconsistencies. Suggestions for improvement included providing more detailed study guides for the exams and reducing the amount of assigned reading. Prospective students are advised that this is a good introduction to sociological analysis and that they should closely read all the assigned material before going to class.

**AS.230.109.01  
Freshman Seminar: Hot Topics in Education  
Julia Burdick-Will**

Overall quality of the class: 4.10

**Summary:**

The best aspects of this course included the interesting course material and engaging class discussions that prompted students to consider a wide range of interesting and controversial topics regarding education. Some students felt that some of the readings were overly long and

that the expectations for their assignments were unclear. Suggestions for improvement included shortening the readings and allowing more opportunities for group work. Students also suggested providing more time for their final paper and project. Prospective students are advised that they should take advantage of the instructor's office hours and be prepared for quite a bit of reading.

**AS.230.150.01-04**

**Issues in International Development**

**Michael Levien**

Overall quality of the class: 4.26

Summary:

The best aspects of this course included interesting topics, the organized structure of the course, and the helpful lecture slides posted on Blackboard. Some students felt that the grading rubric was unclear and that the feedback on their reading responses wasn't timely enough. A few students also felt that class time focused too much time on reviewing the readings and that the readings themselves were too cumbersome. Suggestions for improvement included assigning less reading and diving deeper into the material and potential solutions to the problems discussed during lecture. Prospective students are advised that they should be prepared to complete several reading assignments each week in order to participate in class discussions.

**AS.230.195.01**

**Exploring Baltimore: An Introduction to Urban Studies**

**Michael Reese**

Overall quality of the class: 4.71

Summary:

The best aspects of this course included the opportunity to explore Baltimore, the hands-on research project, and fascinating course material. Students also appreciated the guest speakers and the knowledgeable and engaging instructor. Some students felt that the course had too many writing assignments for a non-writing-intensive course, and that the grading criteria and assignment guidelines were at times unclear. Suggestions for improvement included providing clearer communication regarding expectations and classifying the course as writing-intensive. Prospective students are advised that no background in urban studies is necessary to succeed in this course and that they should be wary of procrastinating as the course requires a substantial time commitment.

**AS.230.202.01****Research Methods for the Social Sciences****Lingxin Hao**

Overall quality of the class: 3.31

**Summary:**

The best aspects of this course included the opportunity for students to develop their research abilities, the helpful textbook, and well-organized lectures. Some students felt that the weekly quizzes were confusing and that the instructor's lectures would sometimes conflict with what they read in the textbook. Suggestions for improvement included shortening the lecture periods and reducing the difficulty of the quizzes. Prospective students are advised that they should read the textbook in order to do well on the weekly quizzes and that this course is recommended to any student who is planning on doing future research.

**AS.230.205.01-02****Introduction to Social Statistics****Jeffrey Grigg**

Overall quality of the class: 3.97

**Summary:**

The best aspects of this course included the engaging and interactive methods the instructor used to explain the more complex concepts and the supportive TA. Some students felt that the material covered on the homework assignments didn't always correlate with the material covered in class and that the material was sometimes dry. Suggestions for improvement included covering more example problems in class and spending more time discussing concepts relevant to the homework assignments. Prospective students are advised that they should be prepared to set time aside to work on the homework sets as the experience is necessary to succeed on the exams.

**AS.230.213.01****Social Theory****Joel Andreas**

Overall quality of the class: 4.27

**Summary:**

The best aspects of this course included interesting topics that were applicable to current events, and the engaging and thought-provoking class discussions. Some students felt that the readings could be quite dense and that the lectures were sometimes overly long, leaving little time for discussion. A few students also felt that feedback was sometimes unclear and that the

end of the course felt rushed. Suggestions for improvement included breaking up some of the denser reading assignments and allowing more time for class discussion. Prospective students are advised that they should be prepared to spend a lot of time doing the assigned readings, which are crucial to understanding the class discussions.

**AS.230.221.01**  
**Global Social Change**  
**Ho-Fung Hung**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the interesting and relevant topics covered, a manageable workload, and a passionate instructor. Some students felt that the lectures could be repetitive at times and that they weren't given sufficient time to complete their take-home exams. Suggestions for improvement included giving students more opportunity to discuss the material in class and allowing more time to complete the exams. Prospective students are recommended the class as a good way to become more familiar with globalization and its consequences and are advised to take good notes during class as they will prove helpful during the exams.

**AS.230.228.01**  
**Colonialism in Asia and Its Contested Legacies**  
**Huei-Ying Kuo**

Overall quality of the class: 3.57

Summary:

The best aspects of this course included interesting course content that provided a comprehensive look at colonial history in Asia, well-curated readings, and a knowledgeable and approachable instructor. Some students felt that the course was too lecture-based with very minimal discussion of the material and that it covered too many topics making it at times hard to follow. Suggestions for improvement included facilitating more class discussion, reducing the amount of readings and topics covered, and providing clearer feedback. Prospective students are advised that they should bring to the class a genuine interest in the subject. The course demands a significant time commitment as the readings can be dense, however, it provides an intellectually stimulating survey of the material.

**AS.230.244.01****Race and Ethnicity in American Society****Meredith Greif**

Overall quality of the class: 4.88

**Summary:**

The best aspects of this course included the interesting course content and engaging discussions, and well-curated readings that were a good supplement to what was taught in class. Some students felt that the amount of reading was at times hard to keep up with and that having reading reflections due every class was too frequent. Suggestions for improvement included reducing the number of reading responses required and working on keeping the students engaged during longer lectures. Prospective students are advised that they should be prepared to keep up with the readings, which while at times are difficult, are always enlightening.

**AS.230.313.01****Space, Place, Poverty & Race: Sociological Perspectives on Neighborhoods & Public Housing****Stefanie Deluca**

Overall quality of the class: 4.75

**Summary:**

The best aspects of this course included the thought-provoking material presented through well-curated readings and engaging lectures, and the interesting group discussions. Some students felt that the feedback was less than timely and that some of the readings were overly long. Suggestions for improvement included providing more feedback on reflection assignments, shortening the length of some of the readings, and allowing more time for class discussions. Prospective students are advised that they should come to class ready to participate in class discussions and that some knowledge of sociology is helpful but not necessary.

**AS.230.335.01-02****Medical Humanitarianism****Ilil Naveh Benjamin**

Overall quality of the class: 4.91

**Summary:**

The best aspects of this course included the instructor, whom students found to be not only skilled and passionate about the subject matter but able to facilitate engaging discussions. Students also found the topics covered to be thought-provoking and the reading selections to

be well curated. Some students felt that the readings were sometimes overly long and challenging. Suggestions for improvement included providing clearer instructions on the final paper and more feedback before the exams. Prospective students are advised that to get the most out of class they should keep up with the readings and be prepared to participate in the class discussions.

**AS.230.341.01-04**

**Sociology of Health and Illness**

**Emily Agree**

Overall quality of the class: 4.12

Summary:

The best aspects of this course included comprehensive course material that served as a good introduction to Medical Sociology, Senator Mikulski's guest lectures, and the productive class discussions. Some students felt that the lectures were overly long and dry at times and that the quizzes asked multiple-choice questions that focused on details that seemed insignificant. Suggestions for improvement included breaking the lecture periods more and changing the format or content of the quizzes. Prospective students are advised that this course requires little background in the subject matter and that it provides a good introduction to sociology as it relates to public health.

**AS.230.351.01**

**Capitalism, Development and Resistance in South Korea**

**Minhyoung Kang**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**AS.230.363.01**

**Sociology of Dispossession**

**Michael Levien**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**AS.230.366.01**  
**Black Social Thought and Social Movements**  
**Stuart Schrader**

Overall quality of the class: 4.13

This class had 5 or fewer comments.

**AS.230.369.01**  
**Sociology in Economic Life**  
**Huei-Ying Kuo**

Overall quality of the class: 4.36

This class had 5 or fewer comments.

**AS.230.370.01**  
**Housing and Homelessness in the United States**  
**Meredith Greif**

Overall quality of the class: 4.76

Summary:

The best aspects of this course included the instructor, who facilitated interesting class discussions, the subject matter, which covered a wide variety of topics, and the well-curated readings. Some students felt that having to write bi-weekly reflections and daily memos was overwhelming and that the reading assignments were sometimes cumbersome. Suggestions for improvement included requiring less frequent written responses to the reading assignments. Prospective students should know that no specific background is necessary to succeed.

**AS.230.385.01**  
**Schooling, Racial Inequality and Public Policy in America**  
**Stephen Morgan**

Overall quality of the class: 4.25

Summary:

The best aspects of this course included relevant subject matter and informative and varied readings that served to provide a good introduction to the complexities of the American education system. Some students felt that the class discussions were at times monopolized by the instructor and that some readings were too long and dense. Suggestions for improvement



included having more structured class discussions with less involvement from the professor. Prospective students are advised that being on top of their assigned readings is absolutely necessary in order to participate in class discussions.

**AS.230.393.01**

**Global Health and Human Rights**

**Ilil Naveh Benjamin**

Overall quality of the class: 4.95

Summary:

The best aspects of this course included the instructor, who created a classroom environment that encouraged active student participation, well-curated readings, and intellectually stimulating topics. Some students felt that creating bullet points for each of the readings was tedious at times and that the syllabus could have been more informative. Suggestions for improvement included adding more case studies and reflection assignments in order to create a better connection between the disparate topic areas covered. Prospective students are advised that this is both a reading- and writing-intensive course but that the work they put in will ultimately prove very rewarding.

**AS.230.394.01**

**Social Statistics**

**Jeffrey Grigg**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

**AS.230.397.01**

**The Political Economy of Drugs and Drug Wars**

**Christy Thornton**

Overall quality of the class: 4.71

Summary:

The best aspects of this course included a wide variety of readings and topics that allowed for a more complete understanding of a very timely and relevant subject. Students also appreciated the instructor's ability to facilitate constructive class discussions. Some students felt that some of the readings were overlong and felt unfocused and that they weren't given enough time to complete the midterm paper. Suggestions for improvement included streamlining or outlining the major points of the readings and providing more feedback on response papers. Prospective

students should know that while there aren't any prerequisites, having a basic understanding of social and/or political theory is helpful.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
THEATER 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: 3.89

**Summary:**

The best aspects of the course included the interesting plays that were covered, reading plays aloud in class, watching videos of plays, and the class trip to a live performance. Some students felt the lectures were too long and hard to follow while others thought there should be more class engagement and perhaps acting. Suggestions for improvement included shorter class periods, providing written notes on the lectures either on the board or in a PowerPoint, and clearer guidance on expectations for papers and exams. Prospective students should be prepared to take copious notes and take care with papers as they are graded rigorously.

**AS.225.212.01  
Voice and Speech for the Actor  
James Glossman**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course included the experienced professor, enjoyable in-class activities, and the clear feedback provided by both the professor and members of the class. Some students felt the once-a-week, two-and-a-half hour session was too long while others voiced a preference for more structure to the sessions and a syllabus. Suggestions for improvement

included a syllabus and list of required readings, shorter sessions, and outside references such as movies and videos that could help improve acting skills. Prospective students should be prepared to practice their exercises and expect to receive frank feedback on their performances.

**AS.225.301.01-02**

**Acting I**

**John Astin**

Overall quality of the class: 4.34

Summary:

The professor's extensive background provided students with a unique insight into acting and the industry. Also, students liked the extensive opportunities to act in class. Some students felt that the classes lacked focus and went on tangents while others would have liked more feedback on journals and quizzes. Suggestions for improvement included getting assignments back in a timely manner, more focused sessions, and more scene work. Prospective students should be prepared for their performances by memorizing lines and being open to new methods of acting.

**AS.225.310.01**

**Stagecraft**

**William Roche**

Overall quality of the class: 4.67

Summary:

The best aspects of the course included the hands-on work with construction and power tool usage, the professor's vast knowledge on the subject, and his passion for the work. Suggestions for improvement included earlier discussion on preparation for the final and a wider range of building projects. Prospective students should know that the structure of the course will involve a great deal of woodworking and hands-on activities.

**AS.225.314.01**

**Theatre: Tech Direction**

**William Roche**

Overall quality of the class: 4.00

Summary:

The professor's ability to share his vast knowledge of the subject matter in a relaxed and informal environment was the best aspect of the course. Some students did not like the small number of graded assignments and others found the exam stressful compared to the classes. Suggestions for improvement included spending more time in the theater, going to see a play, and more graded assignments. Prospective students must have a strong interest in theater.

**AS.225.315.01**

**Scene Study 2**

**John Astin**

Overall quality of the class: 4.13

Summary:

The best aspect of the course was working on scenes and receiving feedback from a caring and experienced professor. Some felt that the professor would go on tangents at times. Suggestions for improvement included more structure with fewer off-topic conversations and having more material to work on during the semester. Prospective students should be familiar with the Meisner Method and be prepared to work on scenes and monologues outside of class.

**AS.225.329.01**

**Acting and Directing Musical Theatre**

**Margaret Denithorne**

Overall quality of the class: 4.64

Summary:

The best aspects of the course included the fun and exciting atmosphere created by the professor, the opportunity to perform, and the one-on-one feedback on performances. Some students did not like having class only once a week and others wanted a more clear grading criteria. Suggestions for improvement included a clearer rubric for grading, two shorter sessions per week, and more time spent on performing. Prospective students should be prepared to sing and dance in class and rehearse outside of the classroom.

**AS.225.330.01****Playwriting Strategies****Joseph Martin**

Overall quality of the class: 4.29

**Summary:**

The best aspects of the course included the opportunity to read and write plays, learning about different writing styles and techniques, and the feedback received. Some felt the classes lacked focus and did not follow the syllabus while others thought there was too much emphasis on workshops and not enough on technique or lessons. Suggestions for improvement included clearer deadlines and guidelines for the work, clearer grading criteria, and greater emphasis on lessons. Prospective students should be prepared to do a great deal of writing and understand that the course is heavily focused on workshops.

**AS.225.345.01****History of Modern Theatre & Drama****Margaret Denithorne**

Overall quality of the class: 5.00

**Summary:**

Lively, in-depth discussions with a knowledgeable and charismatic professor was the best aspect of the course. Students also found the plays selected for the course to be quite interesting. Some students felt that reading two plays a week was challenging and others would have liked clearer expectations for assignments and grades posted on BlackBoard. Suggestions for improvement included providing an assignment sheet, posting grades on BlackBoard, and reading one play per week. Prospective students should be prepared for a great deal of reading and to seriously analyze everything they read.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
WOMEN, GENDER AND SEXUALITY PROGRAM**

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

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

**AS.363.201.01**

**Introduction to the Study of Women, Gender and Sexuality**

**Katrin Pahl; Bernadette Wegenstein**

Overall quality of the class: 3.5

Summary:

The best parts of this course included the discussions, which students described as lively and engaging, and the readings, which cover a broad range of topics. Some students felt the class lacked structure and that the professors could have done a better job of guiding the discussions. Grading criteria and expectations were also unclear. The course could be improved by providing students with more feedback on their essays and presentations, and by the professors better coordinating their classroom presentations. Prospective students should be prepared to engage in class discussion and to complete all the readings.

**AS.363.337.01**

**The Poetics and Politics of Sex: Struck From the Record: Reclaiming Women’s Contribution to the Global March Towards Modernity**

**Simone Stewart**

Overall quality of the class: 4.6

Summary:

The best aspects of this course included the professor’s choice of interesting topics and readings. A small class size allowed for in-depth discussions. Some students felt it was hard to keep up with all the reading assignments. A suggested improvement was slightly less reading.

Prospective students should expect to read extensively and to participate in classroom discussions.



**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
WRITING SEMINAR**

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

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

**AS.220.105.01  
Fiction/Poetry Writing I  
Chase Atherton**

Overall quality of the class: 4.89

**Summary:**

The best aspects of this course were the enthusiasm of the instructor, constructive feedback from the instructor and classmates during writing workshops, lots of opportunities and freedom to write, and a reasonable reading workload. Some students said it is difficult to produce a quality piece each week and that it was sometimes difficult to determine which readings were due. A suggested improvement was to create a syllabus with updated readings to allow students to better prepare for class. Prospective students should be prepared to write one piece a week, review peers’ work, participate in class, and complete readings.

**AS.220.105.02  
Fiction/Poetry Writing I  
Catherine Crigger**

Overall quality of the class: 4.56

**Summary:**

The best aspects of this course were the freedom to choose your own topic for prose and poetry assignments, and the discussion and feedback at the workshops. Students said there was an extensive amount of writing each week it was sometimes difficult to determine what their grade was. A suggested improvement was to provide letter grades, rather than grading

based on progress and holding workshops on Monday to allow students to work on writing over the weekend. Prospective students should be ready to participate in class and do a lot of writing.

**AS.220.105.03**  
**Fiction/Poetry Writing I**  
**Aleyna Rentz**

Overall quality of the class: 4.56

Summary:

The best aspects of this course were the open environment, which promoted the free exchange of ideas and opinions on written work, and a fully engaged instructor. Some students said they did not find the readings interesting. A suggested improvement was to add more workshops. Prospective students should enjoy writing and be prepared to do all the readings to allow for active class participation.

**AS.220.105.04**  
**Fiction/Poetry Writing I**  
**Samuel Cheney**

Overall quality of the class: 5.0

This class had 5 or fewer comments.

**AS.220.105.06**  
**Fiction/Poetry Writing I**  
**Dierdre Danklin**

Overall quality of the class: 5.0

This class had 5 or fewer comments.

**AS.220.105.08; .13**  
**Fiction/Poetry Writing I**  
**Sydney Doyle**

Overall quality of the class: 4.46

Summary:

The best aspects of this course were getting honest and constructive feedback in the workshops, the opportunity to be creative and the variety of assigned readings. Some students said the grading system was unclear and that assigned readings sometimes were not discussed in class. A suggested improvement was to eliminate readings that will not be discussed, or replace them with readings that can shed light on topics covered in class. Prospective students should be ready to complete weekly writing assignments and accept constructive criticism from classmates and the instructor. Students need not be writing majors to enjoy the course and should be willing to give and accept constructive criticism.

**AS.220.105.09; .14**  
**Fiction/Poetry Writing I**  
**Thomas Beckwith**

Overall quality of the class: 4.30

Summary:

The best aspects of this course were the freedom students were given to pursue writing assignments, reading and talking about other people's work, receiving feedback on their work and discussing the reading assignments. Students said it could be difficult to listen to feedback and that comments were inconsistent and not always helpful. A suggested improvement was to alter the workshop format to allow for more discussion and critiquing. Prospective students should not be sensitive about having their work reviewed by peers and the instructor and should be prepared to do the readings and participate in class.

**AS.220.105.10; .16**  
**Fiction/Poetry Writing I**  
**Rachael Clifford**

Overall quality of the class: 4.17

Summary:

The best aspects of this course were the feedback from peers and the instructor on writing assignments and the reading assignments, which included short stories and poetry. Some students said the instructions for writing assignments arrived late, giving them less time to work on those pieces. Also, students said they had trouble finding out what their grades were.

Suggested improvements were and use of Blackboard so students can see their grades, and clearer feedback from the instructor. Prospective students should be prepared to keep current on the assignments and should know that if they are serious about improving their writing, workshops and discussions of literary works can be very helpful.

**AS.220.105.11; .17**  
**Fiction/Poetry Writing I**  
**Christopher Childers**

Overall quality of the class: 3.76

Summary:

The best aspects of this course were the creative freedom given to students, the feedback they received in workshops, and the instructor's knowledge of poetry. Students found the expectations, teaching styles and grading confusing because they had three instructors over the course of the semester. A suggested improvement was to have a single instructor for the entire course. Prospective students should expect to do a lot of writing.

**AS.220.105.12; 18**  
**Fiction/Poetry Writing I**  
**Hannah Shea**

Overall quality of the class: 4.23

Summary:

The best aspects of this course were the workshops, where students were able to critique their classmates' work and get feedback on their own, the supportive environment created by the instructor, and the readings. Some students said they would like to have been able to see their grades as the course progressed. A suggested improvement was a better grading system. Prospective students should be prepared for weekly poetry- or fiction-writing assignments and biweekly readings. They should also know they will get helpful feedback from peers and the instructor.

**AS.220.105.15, 19**  
**Fiction/Poetry Writing I**  
**Jalen Eutsey**

Overall quality of the class: 4.00

Summary:

The best aspects of this course were the creative freedom given to students, giving and getting feedback on written works, learning how to structure short narratives and poems, and the overall workshop environment. Some students felt the grading system was unclear. A suggestion for improvement was to provide clear examples of how students can improve their writing. Prospective students should be prepared to do a lot of writing – one piece each week, plus critiques of others' work.

**AS.220.105.20; .21**  
**Fiction/Poetry Writing I**  
**Shannon Robinson**

Overall quality of the class: 4.53

Summary:

The best aspects of this course were having time to practice writing short stories and poetry, the instructor's feedback, and being critiqued by other students in the workshops. Students said that while the instructor provided feedback on assignments, grades were not made available until the end of the semester, unless you sought out the instructor. Suggested improvements were to devise a system so students can be apprised of their grades as the semester progresses, and more feedback on assignments from the instructor. Prospective students should be prepared to do a lot of writing, but should also know that the feedback they receive can help make them stronger writers. It's also important for students to do the reading so they can participate in class discussions, which are a large part of the final grade.

**AS.220.106.01; .03**  
**Fiction/Poetry Writing II**  
**Rosali Pereira Espinosa**

Overall quality of the class: 4.73

Summary:

The best aspects of this course were the combination of reading discussions and critiquing workshops, being asked to write innovative poems, and being exposed to the works of many different authors – especially poets. Some students said they didn't know their grades – and whether their work was improving – until the end of the semester. Suggested improvements

were greater clarity on grading and having the instructor take more of a role in guiding the feedback discussions. Prospective students should be prepared to be bold and creative.

**AS.220.200.01**

**Introduction to Fiction**

**Tristan Davies**

Overall quality of the class: 4.29

Summary:

The best aspects of this course were the small class size, students being given the freedom to write about topics of interest to them, mostly student-led workshops, and the instructor's ability to create an environment that allowed students to write honestly. Students said they got no grades on their assignments and that the schedule of reading was unclear, which made it hard to be prepared. Suggested improvements were to have a better schedule of reading assignments and regular updates for students on their performance. Prospective students should be prepared to do a lot of reading and writing, and to pick writing topics that they really care about.

**AS.220.200.02**

**Introduction to Fiction**

**Roderic Puchner**

Overall quality of the class: 4.93

Summary:

The best aspects of this course were the professor's dedication to teaching the fundamentals of short story writing. He did this through mini-lectures that helped students recognize strengths and weaknesses in their work, by leading critiquing workshops and discussions of published short stories, and by providing thoughtful feedback on assignments. Some students said certain readings were not discussed in class for lack of time. Suggested improvements were to give more writing assignments and ensuring there is time to discuss all the reading assignments. Prospective students should know their writing assignments won't get letter grades, they will get plenty of feedback on their writing and they will get weekly reading and writing assignments.

**AS.220.200.03**  
**Introduction to Fiction**  
**Katharine Noel**

Overall quality of the class: 4.93

Summary:

The best aspect of this course was that it was well organized, with a syllabus, outlines and general requirements. As a result, students know what is expected of them. The professor also provided good feedback on assignments and led workshops that featured productive conversations about students' work. Though the professor provides feedback on assignments, students said they are not grade so it's hard to know how they are doing. Also, not all the readings are discussed in class. Suggested improvements were to assign more writing exercises, provide more time for small peer workshops, and let students know – perhaps at mid-semester – where they stand, grade-wise. Prospective students need not have a background in writing; those who like to read and are serious about writing fiction can do well.

**AS.220.201.01**  
**Introduction to Poetry**  
**Dora Malech**

Overall quality of the class: 4.79

Summary:

The best aspects of this course were the professor's knowledge and approachability, her focus on contemporary poetry and how it can influence students' own writing, the discussions of poetry written by classmates and outside authors, and the professor's willingness to use feedback from the class to structure workshops. Some students felt there wasn't enough feedback on assignments that were not discussed in workshops and that they were required to write a lot of workshop letters. Suggested improvements were more timely feedback and ensuring that everyone has a chance to contribute during the workshops. Prospective students should know this course will give them a chance to experiment and to focus on contemporary poetry.

**AS.220.206.01****Writing About Science I: Daily News Journalism****David Grimm**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

**AS.220.210.01****Introduction to Non-Fiction: Science as a Social Activity****Wayne Biddle**

Overall quality of the class: 3.83

**Summary:**

The best aspects of this course were the professor's knowledge of the material and the classroom discussions. Students felt there was too little feedback on their essays. A suggested improvement was to provide feedback on drafts of essays promptly so students could incorporate suggested improvements into the final version. Prospective students should know the final grade is mostly based on three essays – two short and a longer one of 12-15 pages.

**AS.220.213.01****Fiction Survey: Once Upon a Time****Jean McGarry**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this course were the wide-ranging reading list, the classroom discussions, the professor's willingness to review student notebooks and to give periodic updates on grades, the professor's framing of texts so students could incorporate them in their writing, and the fact that the professor listens to students and cared about their input. Some students felt the amount of reading was could be overwhelming and unevenly distributed, and that grading policy was unclear. Suggested improvements were more creative writing assignments, discussing readings in a roundtable or group presentation format rather than assigning questions to individuals, and reducing the number of readings so that students can spend more time examining individual texts. Prospective students should know they will do a lot of reading, but not many of the texts will be fairy tales. Instead, they will study the impact of fairy tales on the short story. Also, the student notebooks make up a substantial portion of the grade so it's important to take good notes.



**AS.220.219.01****Readings in Fiction and Literary Nonfiction****Joanne Cavanaugh-Simpson**

Overall quality of the class: 4.85

**Summary:**

The best aspects of this course were the provocative readings selected by the professor, the discussions on these texts, the professor's focus on student voices and ideas, and the professor's commentary and thought-provoking questions. The professor also provided valuable feedback on writing assignments. Students said the reading workload was heavy and sometimes uneven, with two novels being assigned back-to-back, followed by a period of minimal reading. Suggested improvements were spreading out reading assignments or giving more advanced notice of assignments so students can get a head start. Prospective students should be prepared to do a lot of reading; writing is not a major focus.

**AS.220.311.01****Intermediate Fiction: Point of View****Danielle Evans**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this course were the workshops, where students were critiqued by classmates, the in-class writing exercises, the professor-led discussions and the feedback she provided on writing assignments, and the readings. The professor had great passion for and knowledge of the material and communicated that to the class. Students said the reading workload was heavy, but manageable, and that workshop discussions could drag on. A suggested improvement was to reduce the number of readings. Prospective students should be prepared to write three long-form and two short-form pieces. The course is mostly workshops and reading discussions.

**AS.220.312.01****Intermediate Fiction: Detail and Description****Katharine Noel**

Overall quality of the class: 4.67

**Summary:**

The best aspects of this course were the reading list, the discussions of student stories during workshops, the opportunity for students to receive constructive feedback on their work, and the professor's knowledge of the subject matter and her ability to steer the conversation. Some

students felt there was too much emphasis on workshop letters and that the word requirement for the letters was excessive. A suggested improvement was to assign more in-class writing exercises. Prospective students should be prepared to write two substantial stories and participate in workshop discussions. If taken seriously, the course can help students become better writers.

**AS.220.377.01**

**Intermediate Poetry: Poetic Forms**

**Greg Williamson**

Overall quality of the class: 4.46

Summary:

The best aspect of this course was that it gives students a look at many poetic forms and helps them improve their technical abilities, such as meter and rhyme, by reviewing packets of professional and student poetry distributed by the professor each week. The professor also led workshops where student poems were critiqued. Some students felt the critiques offered during workshops were cursory because of the number of poems that were reviewed. Suggested improvements were reviewing fewer works each week during workshops and discussing how to choose a form or how to start when students are ready to write. Prospective students should be prepared to write a poem a week and critique others' work.

**AS.220.400.01**

**Advanced Poetry Workshop**

**Dora Malech**

Overall quality of the class: 5.0

Summary:

The best aspects of this course were the learning opportunities the professor provided by selecting an interesting reading list of contemporary poetry, arranging in-person and Skype meetings with authors the class is reading, and leading workshops where students' receive valuable feedback on their work. Some students felt the workload could be heavy at times. A suggested improvement is more consistent feedback from the professor at weekly poems. Prospective students should be prepared to read a book of poetry, write a poem and write a reading response each week.

**AS.220.401.01****Advanced Fiction Workshop****Tristan Davies**

Overall quality of the class: 4.47

**Summary:**

The best aspects of the course were the professor, who was engaging and offered valuable feedback when meeting one-on-one with students, and having a workshop devoted entirely to reading and critiquing other students' work. Some students felt the class was not always well structured, with the professor occasionally getting sidetracked, and that students were not always held to deadlines for submitting their work. A suggested improvement was to adopt a more formal structure. Prospective students should be prepared for an interactive class, one in which they write fiction and critique pieces written by others.

**AS.220.401.02****Advanced Fiction Workshop****Brad Leithauser**

Overall quality of the class: 3.71

**Summary:**

The best aspects of this course were the insights offered by the professor, who was also engaging and created a positive workshop environment. Some students felt his feedback is not always helpful, that he tends to veer off track, and that readings could be more contemporary. A suggested improvement was to give students more of an opportunity to speak and to assign more contemporary readings. Prospective students should be prepared to do the readings and be honest in their critiques.

**AS.220.443.01****Readings in Poetry: International Voices****Andrew Motion**

Overall quality of the class: 4.85

**Summary:**

The best aspects of this course were the professor's passion for poetry and the feedback he provides for his students' work; the assigned readings, which reflect a broad range of poets, not just those from the West; and the class discussions. Some students felt the workshop discussions did not always help to make poems better, but were a chance for students to project their own ideas onto the work being discussed. A suggested improvement was better

time management in the workshops so that all material can be covered. Prospective students should be passionate about poetry and be prepared to write every week.

**AS.220.451.01**

**Readings in Fiction: Doing Likewise: Imitation, Continuation, Updating, Upending**

**Alice McDermott**

Overall quality of the class: 4.64

Summary:

The best aspects of this course were the readings, the writing advice dispensed by the professor, the many opportunities to hear feedback not only on students' work but on how to write and what makes stories work, and the opportunity to write book reviews. Some students felt more time could have been spent reading and discussing readings, and that it could be difficult having different assignments due at the same time. A suggested improvement was either to make clear that this is really a workshop course, not so much a readings course, or to assign more readings. Prospective students should be prepared to be challenged and explore their writing. They should be prepared not only to do the readings, but to write fiction.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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:

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

**EN.553.100.01  
Introduction to Applied Mathematics and Statistics  
Maxim Bichuch**

Overall quality of the class: 3.31

**Summary:**

The best aspects of this course were that it provided a broad exposure to different applications of applied math and statistics and a different lecturer was brought in every two weeks, which kept the course fresh. Some students felt that information needed to complete the homework assignments had not been presented in the lectures. A suggested improvement was to assign homework that focuses on subjects covered in class. Prospective students should be prepared for sometimes long, challenging homework assignments and should take advantage of office hours to better understand homework assignments.

**EN.553.111.01-04  
Statistical Analysis I  
Dwijavanti Athreya**

Overall quality of the class: 4.04

**Summary:**

The best aspects of this course were the lectures and the professor’s enthusiasm and overall knowledge of the material. Some students felt the lecture videos and pre-class videos were not helpful. Suggested improvements were to assign fewer lecture videos, schedule more lectures and fewer sections, and provide more practice problems. Prospective students should know

that no specific math or calculus background is required, though it might help to be mathematically inclined.

**EN.553.112.01-04**  
**Statistical Analysis II**  
**Fred Torcaso**

Overall quality of the class: 3.94

Summary:

The best aspects of this course were the professor's ability to clearly explain the material. Some students felt the teaching assistant did not spend enough time on practice problems during sections and that lectures could be unfocused. Suggested improvements were for TAs to do more practice problems and that the lectures be made more interactive. Prospective students should be prepared to attend the lectures and do the homework, which is good preparation for the exams. A background in Statistical Analysis I may be helpful.

**EN.553.171.01-06**  
**Discrete Mathematics**  
**Fred Torcaso**

Overall quality of the class: 4.04

Summary:

The best aspects of this course were the professor's interest in making sure students understand the material and his lectures, which were clear and followed the textbook. Some students felt the midterms counted too much toward the final grade. Suggested improvements were to have homework and/or quizzes count more toward the final grade and to make more practice problems available. Prospective students should be prepared to keep up with the textbook readings and to spend significant time on homework. A background in proof writing may be helpful.

**EN.553.172.01**  
**Honors Discrete Mathematics**  
**Edinah Gnang**

Overall quality of the class: 4.63

Summary:

The best aspects of this course were the professor's enthusiasm, his ability to offer clear explanations for complex material, and the emphasis on collaboration and class participation.

Some students felt the homework could be difficult because it includes material not covered in class. A suggested improvement was to use textbooks that have the same information the professor is teaching. Prospective students should know this is a challenging course that offers a rewarding introduction to discrete math; they will spend a lot of time on homework.

**EN.553.281.01**

**Introduction to Mathematical Programming**

**Ming Zhong**

Overall quality of the class: 3.67

Summary:

The best aspects of this course were that it weaves basic mathematics knowledge into practical applications for machine learning. Some students felt explanations for many topics were either superficial or confusing and that the slides could be hard to follow because of various mistakes. A suggested improvement was to examine topics more deeply. Prospective students should know a foundation in linear algebra and MATLAB, or similar coding, would be helpful.

**EN.553.291.01-02**

**Linear Algebra and Differential Equations**

**Mario Micheli**

Overall quality of the class: 4.39

Summary:

The best aspects of this course were the instructor's enthusiasm, his lectures, and his attempts to make very challenging material understandable to all students through extra office hours; the posting of neat and well-organized notes online. Some students said the homework solutions should have been posted online for review, that the class focused too much on linear algebra, and that not enough time was allotted for exams. A suggested improvement was to provide solutions to homework problems so they could be used to study for the tests. Prospective students should know that the course moves fast, so it's important not to fall behind and that finishing all the homework assignments will help prepare them for the exams. A knowledge of simple calculus is needed for the differential equation portion of the course.

**EN.553.310.01-04****Probability and Statistics****Kamel Lahouel**

Overall quality of the class: 3.74

**Summary:**

The best aspects of this course were that the instructor explained the material well, he created an environment that encouraged students to ask questions, the course included real-world applications, and the lecture slides were helpful. Some students felt grades and feedback on tests and assignments were not provided quickly enough and lectures could be difficult to understand. Suggested improvements were to provide feedback and grades on assignments more quickly, slow the pace of the course, provide more practice questions, and revise test formats so that students are solving problems, not just memorizing formulas. Prospective students should know this is a challenging course and that a knowledge of calculus concepts is helpful.

**EN.553.311.01-04****Probability and Statistics for the Biological Sciences and Engineering****Fred Torcaso**

Overall quality of the class: 4.09

**Summary:**

The best aspects of this course were the professor's engaging and fun lectures and his approachability. Some students felt the feedback on homework wasn't very helpful and that the professor emphasized theoretical over practical applications when the latter would have been more useful. Suggested improvements were to provide more practice problems and feedback and to move the course to a larger lecture hall. Prospective students should know that no textbook is required, homework is due at midnight Fridays throughout the semester, there are three exams (the lowest grade is dropped) and a final, and that a background in calculus is helpful.

**EN.553.361.01-07****Introduction to Optimization****Donniell Fishkind**

Overall quality of the class: 4.48

**Summary:**

The best aspects of this course were the resources that were available: teaching assistants, office hours and review sessions; the professor's practice of showing step-by-step solutions and



making problem solving fun. Some students felt the tests put a premium on memorization and that the relevance of MATLAB assignments to exams and class material was unclear. Suggested improvements were to have the tests based more on understanding and computational skills, less on memorization, and provide more MATLAB instruction. Prospective students should be prepared to attend lectures and take good notes; background in MATLAB coding and linear algebra is helpful.

**EN.553.385.01**

**Scientific Computing: Linear Algebra**

**Gregory Eyink**

Overall quality of the class: 3.75

**Summary:**

The best aspects of this course were the professor's energy, having the lecture notes posted online, the challenging material, giving the class the chance to vote on taking an in-class or take-home exam. Some students said lectures were disorganized, the second half of the class seemed rushed and material was glossed over, and the professor's assumptions about students' knowledge and their actual knowledge were quite different. Suggested improvements were to teach more about MATLAB, and give an introductory exam to gauge students' understanding of what is to be covered. Prospective students should have a background in linear algebra and understand MATLAB.

**EN.553.420.01-04/EN.553.620.01**

**Introduction to Probability**

**John Wierman**

Overall quality of the class: 2.98

**Summary:**

The best aspects of this course were that the readings and lectures complement each other, the topics were interesting, the teaching assistants were helpful, and the material was challenging. Some students said the lectures were hard to follow and rely too much on slides, the lack of homework made it difficult to understand the material and get feedback on their performance, and the professor did not release solutions to past exams. Suggested improvements were to assign homework and add quizzes, provide solutions to exam problems, and find a way to provide feedback to students. Prospective students should know the course has no homework assignments and grading is based on three midterms and an optional final, the material is challenging, and they will have to do a lot of learning outside the classroom. A background in calculus is helpful.

**EN.553.430.02****Introduction to Statistics****Dwijavanti Athreya**

Overall quality of the class: 4.18

**Summary:**

The best aspects of this course were the knowledgeable and approachable professor, the lectures, and the fact that the class gave students a good foundation in statistics. Some students felt the homework was extremely difficult. Suggested improvements were to provide examples of how the material can be used in the real world, make homework less theoretical and assign fewer problems. Prospective students should be prepared to set aside plenty of time for homework and have a strong background in probability and math.

**EN.553.442.01/EN.553.642.01****Investment Science****John Miller**

Overall quality of the class: 4.03

**Summary:**

The best aspects of this course were the professor's knowledge of the material and his use of real-world examples in his lectures. Some students felt the pace of the course was rushed toward the end. Suggested improvements were to post practice questions and solutions to quizzes and homework, have fewer quizzes, and slow the pace of the class. Prospective students should have a foundation in statistics and economics.

**EN.553.600.01/EN.553.400.01****Mathematical Modeling and Consulting****Beryl Castello**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this course were the professor's use of case studies and her ability to show how the material could be applied in the real world. Some students said the workload was unbalanced, with many assignments pushed to the end of the semester, the grading system was unclear, and the syllabus wasn't always followed. Suggested improvements were to stick to the schedule, distribute assignments more evenly throughout the semester and post project assignments earlier so students have more time to complete them. Prospective students should know this is a good class to take if they are interested in optimization. Knowledge of MATLAB is helpful.

**EN.553.613.01-03/EN.553.413.01**  
**Applied Statistics and Data Analysis**  
**Minh Hai Tang**

Overall quality of the class: 3.59

Summary:

The best aspects of this course were the chance to work with R programming, the applicability of the material to real-world datasets, and the posting of the lecture slides on Blackboard. Some students said the course moved very quickly and the information on tests did not always match what was covered in class. Suggested improvements were to provide more feedback, perhaps through shorter weekly assignments, rely less on slides and perhaps use a textbook to augment the lectures, and slow the pace of the course. Prospective students should have a background in probability and statistics and be familiar with R coding.

**EN.553.627.01-03/EN.553.427.01**  
**Stochastic Processes and Applications to Finance**  
**Maxim Bichuch**

Overall quality of the class: 3.93

Summary:

The best aspect of this course was the professor, who is engaging and helpful. Some students felt that lectures could be hard to follow, and that the material on the final exam was much more difficult than the material covered in class and on homework assignments. Suggested improvements were to post homework assignments and lectures earlier, provide more sample questions, and make the lectures more interactive. Prospective students should know that a background in analysis, possibility and statistics would be helpful.

**EN.553.630.01/EN.553.430.01**  
**Introduction to Statistics**  
**Dwijavanti Athreya**

Overall quality of the class: 4.33

Summary:

The best aspects of this course were the lectures, which emphasized key points and took a step-by-step approach. Some students felt the course carried a very heavy workload, especially the homework. Suggested improvements were to reduce the amount of homework and provide more examples of how the course material can be used in the real world. Prospective students

should be prepared to commit a lot of time to this course. An understanding of probability is helpful.

**EN.553.633.01-03/EN.553.433.01**

**Monte Carlo Methods**

**James Spall**

Overall quality of the class: 4.25

Summary:

The best aspects of the course were the professor's enthusiasm and lectures, the interesting subject matter, which has a wide range of real-world applications, and the homework assignments, which helped students understand material covered in class. Some students felt the grading was harsh, the course carried a heavy workload and the classroom (Krieger 205) was quite uncomfortable, making it hard to focus. Suggested improvements were to include more practice problems for exams, try to ensure the material covered in class and on homework assignments is similar, and adopt a better textbook. Prospective students should be prepared to work hard. A background in probability, statistics, and computing is important.

**EN.553.636.01-03/EN.553.436.01-02**

**Data Mining**

**Tamas Budavari**

Overall quality of the class: 4.41

Summary:

The best aspects of this course were that it covers many methods used in data mining, exams were open book, homework was engaging, lecture notes were posted for easy review, and the lectures moved at a slow pace and were easy to follow. Some students said the lectures were not that useful because the professor merely read from slides and there was not enough feedback on homework and exams. Suggested improvements were to assign more homework or projects or provide more practice material, and explain why things work the way they do rather than just showing the code. Prospective students should have some knowledge of probability and statistics and basic python skills.

**EN.553.642.01**  
**Investment Science**  
**John Miller**

Overall quality of the class: 4.15

Summary:

The best aspects of this course were that it provided a good introduction to financial markets and the lectures were thorough. Some students felt the course moved too fast and much of the material was presented in the final few weeks. Suggested improvements were for the professor to better manage time so the class is not so rushed at the end of the semester, and to spend more time explaining concepts, and less time on math proofs. Prospective students should be prepared for lots of quizzes and a heavy workload. Knowledge of finance is helpful.

**EN.553.644.01-03/EN.553.444.01-02**  
**Introduction to Financial Derivatives**  
**David Audley**

Overall quality of the class: 4.06

Summary:

The best aspects of this course were that it covered a broad range of financial instruments, the professor wanted to make sure students understood the material, and the subject matter was relevant to real-life situations. Some students felt the lectures were rather tedious because of the professor's reliance on slides. Suggested improvements were to include more information on real-world applications, make solutions to homework and exam problems available, and make the lectures more interactive. Prospective students should be prepared to attend the lectures, do the reading before class and complete all the homework. A good foundation in math would be helpful.

**EN.553.646.01-02/EN.553.446.01**  
**Risk Measurement/Management in Financial Markets**  
**David Audley**

Overall quality of the class: 4.37

Summary:

The best aspects of this course were the lectures, the professor's willingness to help students understand the subject matter and the resource materials, including the slides and textbook. A suggested improvement was to assign more homework related to real financial markets. Prospective students should have a basic knowledge of statistics, especially normal and exponential distribution, and financial markets.

**EN.553.649.01****Advanced Equity Derivatives****John Miller**

Overall quality of the class: 4.70

**Summary:**

The best aspects of this course were the professor's ability to relate his experience in the field to the subject matter, a good balance between theory and application, and the coding assignments let students apply what they learned in lectures. Some students felt the course moved too fast. A suggested improvement was to slow the pace. Prospective students should have some knowledge of financial derivatives and stochastic calculus.

**EN.553.661.01-02/EN.553.461.01****Optimization in Finance****Beryl Castello**

Overall quality of the class: 4.41

**Summary:**

The best aspects of this course were that lectures were well constructed and easy to follow, students were taught many algorithms to help in optimizing models, and the professor explained how the material could be applied in the real world. Some students felt that much of the work involved coding that wasn't explained during the lectures. Prospective students should be prepared for weekly homework assignments and have some knowledge of linear programming, linear algebra and multivariable calculus.

**EN.553.663.01/EN.553.463.01****Network Models in Operations Research****Beryl Castello**

Overall quality of the class: 4.0

**Summary:**

The best aspects of this course were the feedback provided by the professor, the textbook and lectures, and the exploration of underlying principles for algorithms. Some students felt there was a disconnect between the material covered in homework and review problems and the material on the exams; that the teaching assistant failed to give feedback on homework assignments; and that too much time was spent implementing algorithms. Suggested improvements were to use the section to review material presented in lectures rather than

learn new material. Prospective students should know the coursework includes for three midterms, a final project and weekly homework and focuses heavily on algorithms. A background in optimization, graph theory and linear programming would be helpful.

**EN.553.665.01/EN.553.465.01**

**Introduction to Convexity**

**Amitabh Basu**

Overall quality of the class: 4.75

Summary:

The best aspects of this course were the professor's ability to make complex concepts understandable, an exhaustive notes document that allowed students to focus on the lecture without having to worry about writing everything down; insightful homework assignments that aid in understanding the material; and the professor's practice of going through all the proofs with students. Some students felt the course moved too quickly. Suggested improvements were to assign more challenging homework and to manage time better so that more topics can be covered. Prospective students should know that this course involves challenging material and be prepared for a few homework assignments, a take-home midterm and final. Knowledge of linear algebra, real analysis and topology would be helpful.

**EN.553.671.01/EN.553.471.01**

**Combinatorial Analysis**

**Edward Scheinerman**

Overall quality of the class: 4.83

Summary:

The best aspect of this course was the professor's ability to teach abstract concepts in a way that students could understand. Some students felt homework should have counted more in the final grade; two exams make up 90 percent of the grade. Prospective students should know the material is difficult and that it's important to attend class. Knowledge of probability and number theory/algebra would be useful.

**EN.553.688.01/EN.553.488.01****Financial Computing I****Daniel Naiman**

Overall quality of the class: 4.34

**Summary:**

The best aspects of this course are that the material has real-world applications, the course material and homework are closely linked, and students got the opportunity to learn the basics of three programming languages and financial data analysis techniques in one semester. Some students felt that not enough finance-related material was covered, and that perhaps learning three languages was too ambitious. Suggested improvements were to focus on one or two languages, make the lectures more interactive, break the large Python assignment into smaller components to make it more manageable, and provide more detailed lecture notes. Prospective students should know it would be useful to have some coding knowledge before enrolling. The languages used in the course are C, C++ and Python.

**EN.553.701.01****Real Analysis: Preparation for the Ph.D. Introductory Examination****Nicolas Charon**

Overall quality of the class: 4.60

**Summary:**

Five or fewer students responded to the qualitative portion of the survey.

**EN.553.720.01****Probability Theory I****James Fill**

Overall quality of the class: 4.60

**Summary:**

The best aspects of this course were the professor's expertise in the field, and his ability to explain and help students understand the material. Some students felt the course notes were not complete for key proofs and did not follow either of the two textbooks; that the material in the lectures and homework assignments did not match, meaning that going to lectures did not help with homework; and that recitation sessions were not helpful, either because the concepts discussed were tangential to the concepts in the lecture and homework, or because much of the time was spent arguing about the correctness of proofs, or the recitations were a repeat of a recent lecture. Suggested improvements were to slow down lectures to allow more questions and structure recitations around problem solving. Prospective students should be prepared for



an extremely rigorous course and be comfortable with abstract concepts and theories. A background in real analysis, probability and measure theory are required.

**EN.553.730.01**  
**Statistical Theory**  
**Carey Priebe**

Overall quality of the class: 4.60

Summary:

The best aspects of this course were the lecture format, which used journal papers and research as the basis for discussions about statistics and why students should care about them; the enthusiasm of the professor, who tries to know all his students and ensure that they are getting something out of each lecture; and homework assignments that reinforce the material learned in class. Some students felt the textbook was very difficult to understand and that the professor had a tendency in discussions to look at the big picture and neglect the details. Suggestions for improvement included finding a new textbook and connecting theory to real-world examples. Prospective students should be prepared for weekly homework and reading assignments that are best completed by collaborating with others in the class, and be willing to think for themselves and explore material on their own. Knowledge of real analysis would be helpful.

**EN.553.732.01**  
**Bayesian Statistics**  
**Yanxun Xu**

Overall quality of the class: 4.18

Summary:

The best aspects of this course were being able to use the coursework on a project of the student's choice; examining real-world issues such as missing data and model selection; and the instructor's ability to show practical applications for the material. Some students felt there should have been an introduction to coding in R, the professor's reliance on slides during lectures made the lectures less engaging, and there should be more discussion of solutions from homework assignments and exams. Suggestions for improvements included providing better explanations of techniques for statistical modeling and less use of PowerPoint during lectures. Prospective students should be familiar with R and be prepared to spend a significant amount of time on homework assignments.

**EN.553.738.01****High-Dimensional Approximation, Probability and Statistical Learning****Mauro Maggioni**

Overall quality of the class: 4.67

**Summary:**

The best aspects of this course were that the professor tried to ensure that students could understand the material, homework assignments reinforced material that was taught in class, the professor gave a good overview of theoretical machine learning, high dimensional theory and a geometric perspective of big data science, among other topics. Some students felt they needed more time to work on homework problems, the course moved too quickly and that more practice problems with solutions were needed to help students understand the material. Suggested improvements were to provide practice exam questions, use one set of course notes, emphasize more the applications of theorems and algorithms. Prospective students should have a strong math background; knowledge of linear algebra, functional and real analysis, and probability would be helpful.

**EN.553.740.01****Machine Learning****Elie Younes**

Overall quality of the class: 4.19

**Summary:**

The best aspects of this course were that it provided a good mathematical introduction to machine learning and the projects were challenging and helped reinforce the ideas learned in the lectures. Some students said there was little feedback on homework and tests and that the professor's explanations of concepts and equations were not always clear. Suggested improvements were to use more graphical explanations of math equations to help students better understand concepts, provide detailed feedback on homework and exams, and focus more on popular machine learning techniques and theory. Prospective students should be prepared for lengthy homework assignments and a math-intensive course. Knowledge of probability, matrix analysis, linear algebra and programming would be helpful.

**EN.553.742.01****Statistical Inference on Graphs****Dwijavanti Athreya; Minh Hai Tang**

Overall quality of the class: 4.45

**Summary:**

The best aspects of this course were the professors' knowledge of the material. The course provided a valuable survey of the professors' research into random graph inference. Some students felt that the course lacked structure and moved at an uneven pace (students point out this was the first year the course was offered), and that the homework could be difficult to complete without help. A suggested improvement was to have the professors coordinate better on lectures and homework problems. Prospective students should be prepared for challenging work. A background in linear algebra, matrix analysis, and statistical theory would be helpful.

**EN.553.749.01****Advanced Financial Theory****Helyette Geman**

Overall quality of the class: 4.53

**Summary:**

The best aspects of this course were the chance to present to and learn from classmates and the professor's ability to cover a diverse set of complex topics on financial mathematics. Some students felt the course was too short (it started in mid-October) and the format – mostly student presentations with comments from the professor – felt somewhat disorganized. Prospective students should be comfortable giving presentations. A background in finance, financial derivatives, stochastic process, calculus and probability would be helpful.

**EN.553.761.01****Nonlinear Optimization I****Amitabh Basu**

Overall quality of the class: 4.35

**Summary:**

The best aspects of this course were the professor's enthusiasm, his willingness to answer all questions from students and being introduced to a number of basic and useful optimization models. Some students felt the subject matter was too theoretical, with a lack of practical examples; the course was rushed; the midterm required strict memorization, not real understanding of the material; and that the lecture slides could be hard to follow. Suggested improvements were to better align homework with class material; focus more on the

application of algorithms; and greater use of the blackboard instead of slides for lectures. Prospective students should be prepared to spend a lot of time on theorems and memorizing proofs and should be comfortable with matrix calculus, real analysis and set theory.

**EN.553.769.01**

**Topics in Discrete Optimization**

**William Cook**

Overall quality of the class: 4.50

Summary:

The best aspects of this course were the professor's knowledge of the material and his willingness to help students. Some students said the class focused more on coding than many math courses. A suggested improvement was to focus more on problem sets and exams than coding. Prospective students should have some knowledge of C, C++, graph theory and linear programming.

**EN.553.781.01**

**Numerical Analysis**

**Mario Micheli**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**EN.553.782.01**

**Statistical Uncertainty Quantification**

**Mengyang Gu**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

**EN.553.792.01-02****Matrix Analysis and Linear Algebra****Donniell Fishkind**

Overall quality of the class: 4.79

**Summary:**

The best aspects of this course were the well-planned lectures and homework assignments that helped in understanding the material. Some students felt it took too long to return the homework. Suggested improvements were to post homework solutions, lecture content and section notes, and to give students more feedback on their work. Prospective students should go to class and take good notes and, if possible, have a friend in the class with whom they can discuss homework or share notes. Knowledge of linear algebra and real analysis are helpful.

**EN.553.793.01****Turbulence Theory****Gregory Eyink**

Overall quality of the class: 4.90

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.580.111.01-28  
BME Modeling and Design  
Eileen Haase**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included the opportunity to work in groups and meet other BME students, and being introduced to the equipment available in the design studio. Students also appreciated the faculty lab visits and field trip to Six Flags amusement park. Some students felt that the lectures could occasionally seem superfluous and that there was an overall lack of guidance when it came to the projects. A few students also felt that assignment deadlines were sometimes unclear and that there were too few reminders when they were approaching. Suggestions for improvement included focusing more on the labs and less on the lecture material and providing clearer expectations and feedback concerning the lab reports. Prospective students are advised that they should come to the course prepared to collaborate with teammates and that the course serves as a solid introduction to the BME major.

**EN.580.221.01-05****Molecules and Cells****Eileen Haase, Elizabeth Logsdon, Kevin Yarema**

Overall quality of the class: 3.78

**Summary:**

The best aspects of this course included the helpful supplemental materials, such as Panapto recordings and lecture slides, and interesting subject matter that provided a broad introduction to the subject. Some students felt that the homework assignments didn't reflect the material that was covered in class and that they were too long at times. A few students also felt that the lectures moved at too fast a pace and that a lot of the material covered felt rushed. Suggestions for improvement included making it clearer what material students will find on the exams and providing more focus on fewer topics. Prospective students are advised that a background in advanced Biology is helpful and that the lectures can move fast so it's best to preview the material that will be covered before class.

**EN.580.241.01-04****Statistical Physics****Michael Beer**

Overall quality of the class: 3.36

**Summary:**

The best aspects of this course included the intellectually challenging subject matter and a very knowledgeable instructor. Some students felt that the course covered too much material to fit into the half of a semester allotted and that the lectures were confusing at times due to overly crowded lecture slides. Suggestions for improvement included relying less on lecture slides and spending more time working through the equations on the blackboard to slow the pace of the lectures. Students also suggested providing solution keys to the homework assignments for review. Prospective students are advised that having previously taken Calculus III is helpful and that they should be prepared to reach out to the professor if they are confused by the material.

**EN.580.243.01-05****Linear Signals and Systems****Michael Miller**

Overall quality of the class: 3.44

**Summary:**

The best aspects of this course included the resources that were provided to students to help them understand the material and interesting topics that they felt were relevant to many fields

of engineering. Some students felt that the lectures were disorganized and that very little background was given when introducing new concepts. A few students also felt that the pace of the class was overwhelming and that there was sometimes a lack of connection between the homework and what was covered during class. Suggestions for improvement included providing more lecture notes and a clearer introduction at the beginning of the semester. Prospective students are advised that the course is very fast-paced and that using office hours and the textbook will help them understand confusing subject matter.

**EN.580.311.04,.06/EN.580.211.06**

**BME Design Group**

**Youseph Yazdi**

Overall quality of the class: 3.88

This class had 5 or fewer comments.

**EN.580.410.01-04**

**Effective Teaching and Management of Engineering Teams**

**Eileen Haase**

Overall quality of the class: 4.42

This class had 5 or fewer comments.

**EN.580.411.02, .07,.11/EN.580.211.07/EN.580.311.09,.11**

**BME Design Group**

**Elizabeth Logsdon**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included the opportunity to work as a team to solve real-world problems and gain hands-on design experience. Some students felt that there was a lack of communication between faculty and the clinical sponsors that led to unclear guidelines and contradictory feedback. A few students also felt that the workload, especially when it came to the deliverables, was at times too heavy. Suggestions for improvement included having desk reviews less frequently across the semester and better overall organization of the class and instructions. Prospective students are advised that this course requires a large time commitment but that it ultimately proves rewarding.



**EN.580.411.05,.10,.13/EN.580.211.10/EN.580.311.05,.08,.10,.13**  
**BME Design Group**  
**Amir Manbachi**

Overall quality of the class: 4.08

**Summary:**

The best aspects of this course included the opportunity for students to use their engineering background to solve a real-world problem, gaining hands-on experience in design, and being able to collaborate with other students. Some students felt that having so many deliverables distracted them from the problem they were working to solve and that feedback from different sources would sometimes be conflicting. Suggestions for improvement included streamlining the deliverables and project guidelines as they didn't always line up with the needs of students' individual projects. Prospective students are advised that the course is a rather large time commitment but that it's ultimately a rewarding experience.

**EN.580.411.03,.12,.14/EN.580.211.03,.14/EN.580.311.03,.12,.14**  
**BME Design Group**  
**Nicholas Durr**

Overall quality of the class: 4.31

**Summary:**

The best aspects of this course included the opportunity to work as a team to come up with creative solutions to problems and gaining hands-on experience in the design process. Some students felt that the large number of deliverables distracted them from their project and that feedback was sometimes unclear. Suggestions for improvement included reducing the number of deliverables and desk reviews required. Prospective students are advised that the course requires a large time commitment and that they should take that into consideration when creating their schedule for the semester.

**EN.580.413.01**  
**Design Team, Team Leader Seminar**  
**Nicholas Durr, Elizabeth Logsdon, Amir Manbachi**

Overall quality of the class: 3.91

This class had 5 or fewer comments.

**EN.580.421.01-04/EN.580.721.01-02**  
**Systems Bioengineering I**  
**Natalia Trayanova**

Overall quality of the class: 3.23

Summary:

The best aspects of this course included the interesting and applicable course content, and engaging lectures. Students also found the recorded lectures to be an invaluable resource. Some students felt that the course was poorly organized and that the data science portion felt rushed and was unreasonably difficult. A few students also felt that the exams and homework were overly difficult and that the class generally seemed to require background knowledge they didn't have. Suggestions for improvement included separating the data science section into its own course or providing more background when introducing it. Students also suggested adding prerequisites to the course and streamlining the workload so that its more manageable. Prospective students are advised that this course is very challenging and that they should have a solid background in probability and statistics as well as linear algebra.

**EN.580.423.01-04**  
**Systems Bioengineering Lab I**  
**Benjamin Bejar Haro, Eileen Haase**

Overall quality of the class: 3.56

Summary:

The best aspects of this course included the opportunity to apply the concepts learned in lecture by performing hands-on experiments and the interesting course material. Some students felt that the workload was unreasonably large and that they weren't prepared to use Python to code in the first half of the semester. A few students also felt that expectations were vague and that at times there was a lack of guidance during labs. Suggestions for improvement included requiring Python as a prerequisite and providing more resources, such as additional TAs, to help students during the labs. Prospective students are advised that the workload can be heavy and time consuming, and that they should have a solid background in Python or computer programming in general.

**EN.580.451.01-02**  
**Cell and Tissue Engineering Lab**  
**Eileen Haase**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**EN.580.456.01/EN.580.656.01**

**Introduction to Rehabilitation Engineering**

**Scott Paul**

Overall quality of the class: 3.42

Summary:

The best aspects of this course included guest lecturers who gave students insight into their experience as professionals in the field, and the opportunity to visit clinics and interview specialists. Some students felt that there seemed to be a lack of communication between the instructor and the TA at times and that expectations were sometimes unclear. A few students also felt that there was a lack of constructive feedback. Suggestions for improvement included providing clearer guidelines for the papers and a more concise syllabus to improve the overall class structure. Prospective students are advised that they should come to the class with an idea for a project and that in order to succeed they should frequently reach out to the professor.

**EN.580.602.01**

**Special Topics in Bioengineering Innovation and Design**

**Soumyadipta Acharya**

Overall quality of the class: 4.28

This class had 5 or fewer comments.

**EN.580.607.01**

**Regulation of Medical Devices**

**Soumyadipta Acharya**

Overall quality of the class: 3.30

This class had 5 or fewer comments.

**EN.580.611.01**

**Medical Device Design and Innovation  
Soumyadipta Acharya**

Overall quality of the class: 4.37

This class had 5 or fewer comments.

**EN.580.619.01**

**Bioengineering Innovation and Design – Global Health  
Soumyadipta Acharya**

Overall quality of the class: 4.21

This class had 5 or fewer comments.

**EN.580.623.01**

**Insight Informed Innovation II  
Brandon Craft, Paul Fearis**

Overall quality of the class: 4.70

This class had 5 or fewer comments.

**EN.580.625.01**

**Structure and Function of the Auditory and Vestibular Systems  
Kathleen Cullen, Paul Albert Fuchs**

Overall quality of the class: 4.35

Summary:

The best aspects of this course included the opportunity to gain exposure to new research and the breadth of material covered. Some students felt that due to its group-taught structure the class could sometimes feel disjointed and that there was a lack of timely feedback on their assignments. A few students also felt that the lack of any reference material or text made the class more difficult. Suggestions for improvement included adding more reference and background material on neurology. Prospective students are advised that they should have a background in basic neuroscience before taking the course.

**EN.580.631.01/EN.580.431.01**  
**Introduction to Computational Medicine I**  
**Michael Miller, Raimond Winslow**

Overall quality of the class: 3.71

Summary:

The best aspects of this course included the hands-on projects, which gave students an opportunity to work as teams, interesting subject matter, and the applicability of the computational problem-solving approaches they learned. Some students felt that the course lacked organization and that there were unclear guidelines for the assignments and grading. A few students also felt that there was too little feedback and that it wasn't timely enough. Suggestions for improvement included providing more detailed guidelines for their projects and homework assignments and creating more organized lectures. Prospective students are advised that they should have a firm understanding of MATLAB and advanced math.

**EN.580.641.01/EN.580.441.01**  
**Cellular Engineering**  
**Jordan Green, Kevin Yarema**

Overall quality of the class: 4.01

Summary:

The best aspects of this course included a broad range of material that provided a great overview of the field, engaging lectures, and the helpful study guides. Some students felt that the MATLAB assignments were at times tedious and that the course's structure of alternating professors led to the lectures being ordered in a disorganized way. Suggestions for improvement included reorganizing the order of lectures to make them more complimentary and providing more practice problems and review material prior to the exams. Prospective students are advised that basic MATLAB skills are required to complete the homework assignments and that completing the assignments can take significant effort.

**EN.580.642.01/EN.580.442.01**  
**Tissue Engineering**  
**Jennifer Hartt Elisseff, Warren L Grayson**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included fascinating lectures from professionals in the field, interesting course content, and the wide variety of topics covered. Some students felt that the

course was disorganized because of the order in which the lectures were given, the lectures' relevance to the homework material, and the instructor's adherence to the syllabus. A few students found the grading scheme to be awkwardly weighted and were frustrated that some lecture slides were not posted online. Suggestions for improvement included better organizing the lectures from one to the next, creating a more balanced grading scheme, and providing more helpful resources such as study guides and lecture notes. Prospective students are advised that it is absolutely necessary to go to class and take careful notes during lectures and that a background in biomaterial is helpful.

**EN.580.646.01**

**Molecular Immunoengineering**

**Jamie Spangler**

Overall quality of the class: 4.78

Summary:

The best aspects of this course included an engaging and approachable instructor who seemed generally invested in what students were learning, the breadth of material covered, and the well-organized structure of the class. Students also appreciated the use of current literature in the field to reinforce the ideas learned during lectures. Some students felt that the homework combined with assigned journal articles sometimes made the workload unwieldy and that the final paper required page count was too long. Suggestions for improvement included being more cautious of time constraints and not running over the scheduled class period, and providing more detailed lecture slides for students to review. Prospective students are advised that having some knowledge of immunology is helpful but not absolutely necessary and to be prepared for a considerable workload.

**EN.580.680.01/EN.580.480.01**

**Precision Care Medicine**

**Sridevi Sarma, Raimond Winslow**

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the opportunity to gain hands-on experience researching real patient data and working in collaboration with doctors and classmates to solve real-world healthcare-related problems. Some students felt that planning meetings with the clinicians could prove frustrating at times and that the lectures didn't provide enough background information to aid students who were just beginning their projects. Suggestions for improvement included providing more structured lectures on relevant theories to aid students in their research and removing the quizzes from the course. Prospective students are advised

that a background in computer programming and statistics will prove helpful and that they should be passionate about researching clinical data.

**EN.580.697.01/EN.580.237.01/EN.580.427.01**

**Neuro Data Design I**

**Joshua Vogelstein**

Overall quality of the class: 4.42

Summary:

The best aspects of this course included the opportunity for students to choose their own topic of research, choose their own goals, and collaborate as a team to bring them to fruition. Students also appreciated the applicable nature of the material and the constructive feedback from the instructor. Some students felt that the nature of the course made the beginning of the semester difficult due to a lack of clear expectations and that the workload could be overwhelming. Suggestions for improvement included providing more guidance on choosing their project and developing research goals at the beginning of the course. Prospective students are advised that they should be comfortable programming in Python and that self-motivation is key to their success.

**EN.580.706.01**

**Introduction to Biomedical Rodent Surgery Laboratory and Grantsmanship**

**Angelo Ali**

Overall quality of the class: 3.95

Summary:

The best aspects of this course included the hands-on vivo workshops that gave students experience working with rodents and the comprehensive lectures. Some students felt that the course was poorly structured with few guidelines and lack of adherence to the syllabus. A few students also felt that communication was lacking between the instructor and the students and that expectations were sometimes unclear. Suggestions for improvement included creating a more defined structure for assignment guidelines and due dates. Prospective students are advised that the course's predominant focus is neuroscience and that it is recommended to students who want hands-on experience with rodent surgery.

**EN.580.740.01**  
**Surgery for Engineers**  
**Jeff Siewerdsen**

Overall quality of the class: 4.63

Summary:

The best aspects of this course included the opportunity to interact with surgeons and to get hands-on experience with the equipment and cadavers. Some students felt that they were given quizzes too frequently and that they sometimes weren't representative of what they had been learning. A few students also felt that the final project assumed knowledge of techniques they had very little experience with. Suggestions for improvement included giving the quizzes closer to when the material on them was covered and providing more guidance on the final project. Prospective students are advised that having a background in human anatomy is helpful and that the readings can be time consuming.

**EN.580.745.01**  
**Mathematics of Deep Learning**  
**Rene Vidal**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the opportunity to explore state-of-the-art deep learning methods and the clear presentation of the topics by an instructor with a strong command of the material. Some students felt that more material could have been covered given the length of the classes and that there could have been more timely feedback. Suggestions for improvement included providing more general feedback and instruction on what should be discussed during reviews. Prospective students are advised that having a background in deep learning is helpful and that the course provides a solid introduction to analyses of machine learning algorithms.

**EN.580.751.01-02**  
**Cell & Tissue Engineering Lab**  
**Kevin Yarema**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included labs that provided valuable hands-on experience on a wide variety of topics, and the CRISPr project, which students found very insightful. Some students felt that some of the instructions were unclear and that lab protocols could be



ambiguous at times. Suggestions for improvement included providing clear goals and instructions on the labs and written lab reports. Prospective students are advised that the course requires a considerable time commitment and that the workload can be heavy at times.

**EN.580.771.01/EN.580.471.01-02**

**Principles of the Design of Biomedical Instrumentation**

**Nitish Thakor**

Overall quality of the class: 3.89

Summary:

The best aspects of this course included the hands-on labs and group projects, the freedom and resources to practice creativity, and the practical nature of the skills taught. Some students felt that the exams were overly difficult and that there were some difficulties with the labs in the beginning of the semester due to unreliable materials that were provided. Suggestions for improvement included providing students with more regular feedback on their assignments and focusing more on the projects instead of having exams. Students also suggested facilitating better communication between the instructor, the TAs, and the students so that the course requirements are clearer. Prospective students are advised that the course is a good way to improve their knowledge of electronics and that it requires a large time commitment.

**EN.580.775.01**

**Build Your Own Prosthesis**

**Nitish Thakor**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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:

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

**EN.663.600.01  
Ethical Decision-making in Business and Science  
Illysa Izenberg**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**EN.663.615.01  
Building Effective Posters and Slides  
Charlotte O'Donnell**

Overall quality of the class: 4.5

This class had 5 or fewer comments.

**EN.663.618.01-3  
Professional Presentations  
Julie Reiser**

Overall quality of the class: 4.59

Summary:

The best aspects of the course included the weekly presentations to enhance speech and communication skills, the engaging lectures from the professor, and the useful feedback from

the class discussions. Students appreciated that the skills learned in class will help them in their personal and professional lives. Some students felt that there was little preparation time for the presentations while other students thought the weekly reflections were repetitive. Suggestions for improvement included having a larger classroom with better recording equipment, having student presentations in front of other audiences besides the class, and offering more one-on-one workshops with the professor. This course is well suited to prospective students who wish to improve their communication skills. They should allow ample time to work on their presentations each week.

**EN.663.622.01-2**

**Professional Presentations for Graduate Students**

**Laura Davis**

Overall quality of the class: 4.22

This class had 5 or fewer comments.

**EN.663.623.01**

**Professional Writing and Communication for International Students: Applied**

**Mathematics and Statistics Masters**

**Denise Link-Farajali**

Overall quality of the class: 4.13

Summary:

The best aspects of the course included the relaxed atmosphere, the professional and experienced professor, and the class participation. Some students would have liked more time to practice while other students did not see the need to cover common writing activities like e-mail, resumes, and reports. Suggestions for improvement included offering more challenging assignments and providing more time for oral practice. This course is well suited to international students who wish to improve their verbal and written English skills.

**EN.663.624.01**

**Advanced Communication for International Students: Applied**

**Mathematics and Statistics Masters**

**Denise Link-Farajali**

Overall quality of the class: 4.69

This class had 5 or fewer comments.

**EN.663.633.01**  
**Regulatory Writing**  
**Jenny Bernstein**

Overall quality of the class: 5.0

This class had 5 or fewer comments.

**EN.663.634.01**  
**Improvisation for Communication**  
**Michael Hartwell**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**EN.663.645.01**  
**Improving Presentation Skills for Scientists and Engineers**  
**Eric Rice**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**EN.663.653.01**  
**Innovation and Entrepreneurship**  
**Lawrence Aronhime**

Overall quality of the class: 4.43

Summary:

The best aspect of the course was the open forum of communication that allowed for the discussion of ideas with people of various backgrounds. Students also appreciated the guest speakers who are industry veterans sharing real world situations. Some students felt that the feedback could be unproductive at times with more of a focus on critiquing the end results rather than addressing the conceptual basis and reasoning. Suggestions for improvement included inviting guest speakers who come from more diverse backgrounds, receiving feedback from the professor before presenting the concepts to the class, and raising the standards for entry into the class. Prospective students should be prepared to participate in class and receive difficult criticism.

**EN.663.657.01**  
**Innovation and Entrepreneurship II**  
**Lawrence Aronhime**

Overall quality of the class: 5.0

This class had 5 or fewer comments.

**EN.663.645.01**  
**Improving Presentation Skills for Scientists and Engineers**  
**Eric Rice**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**EN.663.670.01**  
**Project Management**  
**Herman Goodyear**

Overall quality of the class: 4.23

This class had 5 or fewer comments.

**EN.663.672.01**  
**Management and Technology Consulting**  
**Alexander Cocron**

Overall quality of the class: 4.76

Summary:

The best aspects of the course included the engaging material that encouraged students to investigate problems from different angles, the stimulating class discussions, and the opportunity to interact with professionals in the field who could share real world applications to the subject matter. Some students would have liked for the case studies to be more recent while others lamented that the course was only half a semester, limiting the amount of time the class could spend on each topic. Suggestions for improvement included having the professor present case studies from his own work experience and expanding the course to a full semester. The course is well suited to prospective students who are interested in pursuing a

career in consulting or who would like a better understanding of the industry in general. They should be prepared to devote two to four hours to each assignment.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
CHEMICAL & 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:

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

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

Overall quality of the class: 3.41

**Summary:**

The best aspect of the course was hearing from the guest speakers who were once ChemBE students but are now experts in various fields and backgrounds. Students also appreciated working on their resumes in class and the manageable workload. Some students felt that the lectures were not very interactive while other students would have liked to bring electronic devices to the class. Suggestions for improvement included more lectures by the professor discussing such topics as career paths, offering clearer guidance on the research paper, posting lecture slides online, and making the lectures more interactive. This course is well suited to ChemBE students who are seriously considering a career in this field. Prospective students should also attend every lecture and take careful notes.

**EN.540.202.01-4  
Introduction to Chemical & Biological Process Analysis  
Jeffrey Gray**

Overall quality of the class: 4.32

**Summary:**

The best aspects of the course included the peer led team learning (PILOT) sessions, the engaging lectures presented by the knowledgeable professor, and the homework assignments

that tied directly to the exams. Some students felt that the homework assignments could be quite time consuming while other students thought that the final project was a bit abstract and did not relate well to the course material. Suggestions for improvement included providing more examples in class that tied together the various concepts presented, more direction early on regarding the final project, and more practice questions that relate to the exam questions. Prospective students should be prepared to keep up with the homework assignments and attend the PILOT sessions.

**EN.540.203.01**

**Engineering Thermodynamics**

**Michael Bevan**

Overall quality of the class: 3.94

Summary:

The best aspects of the course included the small class size that allowed for close interactions with the professor, the homework that related directly to the lectures, and the fair grading and feedback provided by the understanding professor and TA. Some students thought that certain questions on the exams did not correlate with the lectures or homework assignments. Other students felt that the lectures were not very engaging. Suggestions for improvement included more interactive lectures with additional examples of problems, offering practice exams or more practice material, and providing an answer key for the homework assignments rather than just grades. Prospective students would benefit from having taken Calculus 3 and should be prepared to apply the information learned in the textbook to the problems in the homework and exams.

**EN.540.290.01/EN.540.390.01**

**Chemical Engineering Modeling and Design for Sophomores**

**Marc Donohue**

Overall quality of the class: 4.6

This class had 5 or fewer comments.

**EN.540.301.01-03**

**Kinetic Processes**

**Honggang Cui**

Overall quality of the class: 4.06

Summary:



The best aspects of the course included the informative and straightforward lectures presented by the organized and passionate professor, the interesting subject matter, and the fair exams. Some students felt that the homework assignments were overly long and the feedback on the assignments was not helpful. Other students thought that the exams focused on fringe material not emphasized in class. Suggestions for improvement included posting lecture notes online, offering a quick tutorial on the MATLAB software, and writing exams that are based more on the material taught in class and in the homework assignments. Prospective students should be familiar with the MATLAB software and be prepared to take careful notes during the lectures.

### **EN.540.303.01**

#### **Transport Phenomena I**

**Joelle Frechette**

Overall quality of the class: 4.23

#### Summary:

The best aspects of the course included the interesting course material, the interactive class environment where students worked together to solve problems, and the fascinating lectures presented by a professor who explained concepts well and used many examples to illustrate those concepts. Some students found the homework problems to be quite challenging and the limited office hours of the professor and TA made it difficult to receive answers. Other students felt they were not given sufficient time to complete the exams. Suggestions for improvement included having test questions that related better to the examples in class, providing a packet of summaries for the example problems, better feedback on assignments, and longer exam times. Prospective students should have a background in Differential Equations and Conceptual Analysis. They should also attend all classes and keep abreast of the homework assignments.

### **EN.540.304.01-04**

#### **Transport Phenomena II**

**Lakshmi Santhanam**

Overall quality of the class: 2.5

#### Summary:

The best aspects of the course included the content that built on the concepts presented in Transport Phenomena I, the helpful lectures that directly related to the textbook, and the fact that the exams were open-book. Some students were dismayed by the fact that the professor had office hours at the medical campus while the course was taught at the Homewood campus. Other students felt that the lectures were disorganized with an inordinate amount of time spent on mathematic details rather than concepts. Suggestions for improvement included having professor or TA office hours on the Homewood campus, offering more practice problems, and more organized lectures that focus on concepts and cover the material at an

even pace. Prospective students should have previously taken Transport Phenomena I. They should also be prepared to take careful notes and work with fellow students if necessary to grasp the complex material.

#### **EN.540.305.01**

#### **Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers**

**Rebecca Schulman**

Overall quality of the class: 3.93

#### Summary:

The best aspects of the course included the opportunity to learn the MATLAB software, the challenging problem sets, and the enthusiastic professor who made the mundane aspects of computer coding fun and engaging. Some students felt that the homework assignments could be time consuming since much of the computing was done by hand rather than using software. Other students thought that the questions on the exams did not match the material covered in class or in the homework assignments. Suggestions for improvement included more interactive lectures, a clearer understanding of what will be covered on the exams, and more opportunities for feedback such as more TA review sessions. Prospective students would benefit from a background in coding and should be prepared to do a great deal of studying outside the classroom.

#### **EN.540.309.01**

#### **Product Design Part 1**

**Marc Donohue**

Overall quality of the class: 4.6

#### Summary:

The best aspects of the course included the creative freedom allowed in designing a product, the ability to work as a team toward one goal, and the helpful professor who cared about the students creating a quality product. Some students found it challenging to obtain the materials necessary for the project while other students thought that the memo writing early in the course was not necessary. Suggestions for improvement included setting a general goal for the end of the semester that the students should work toward, designating lab times for product design, and eliminating assignments that do not relate directly to developing the product. This course is well suited to ChemBE students who wish to experience the process of developing a viable product in a creative team environment.

**EN.540.310.01**  
**Product Design Part 2**  
**Marc Donohue**

Overall quality of the class: 4.2

Summary:

The best aspects of the course included the opportunity to work independently on a potential new product, gaining exposure to patents and technological innovations, and working with peers and the professor in a meeting-style environment. Some students found the independent structure of the course to be daunting when the project lacked direction or problems were faced that the students didn't know how to resolve. One suggestion for improvement was to offer more structure to the course like mini-lectures or meeting with the professor regularly to receive feedback. Other suggestions included more instruction on how to write a patent and providing a blueprint of general goals to meet throughout the semester. Prospective students should be prepared to work independently.

**EN.540.311.01-05/EN.540.313.01-05**  
**Projects in ChemE Unit Operations with Experiments**  
**Lise Dahuron, Marc Ostermeier, Sharon Gerecht, Sakul Ratanalert**

Overall quality of the class: 3.91

Summary:

The best aspects of the course included the ability to design experiments independently with only slight guidance from the professor, the hands-on lab experience, and the intermediate meetings with the instructor to review results and plan further experiments. Some students found the lab equipment to be old and in poor condition while other students found the lab work to be time consuming. Suggestions for improvement included newer lab equipment, better grading guidance on lab reports, and some instruction on how to operate the equipment. As it is a six-credit course, prospective students should be prepared to devote a great deal of time to lab work.

**EN.540.400.01-2**  
**Projects in Design: Pharmacokinetics**  
**Marc Donohue**

Overall quality of the class: 4.68

Summary:

The best aspects of the course included the intellectually challenging material on drugs and physiology, the opportunity to work in a team, and the direct feedback received from a

professor who cares about his students' success. Some students felt that the loose structure of the class and the sometimes vague topics covered made it difficult to understand expectations. Other students thought that the professor's feedback focused more on fixing mistakes than reinforcing fundamentals. Suggestions for improvement included offering more outside sources to reinforce the concepts taught, holding weekly office hours to answer questions and a mid-semester meeting to measure progress, and having lecture notes posted on Blackboard. Since the structure of the class is group work with guided discussion, prospective students should be prepared to work in a team and make sure that everyone in the team is working equally.

**EN.540.409.01-05**

**Dynamic Modeling and Control**

**Robert Lovelett**

Overall quality of the class: 3.11

Summary:

The best aspects of the course included the interesting material that was relevant to chemical engineering applications, the recorded lectures that could be reviewed online, and the knowledgeable professor who was open to student's feedback. Since a professor from out of state had to be enlisted to teach the mandatory class, some students felt that having only one in-person lecture per week did not provide sufficient time to ask questions or receive feedback from the professor. Other students felt that there were not enough practice problems and the exam took much longer than the time allotted. Suggestions for improvement included having a professor who could teach each class on campus, hiring a TA at the beginning of the semester, and offering more practice problems in class. Prospective students should be prepared for long homework assignments and to keep up with the lectures.

**EN.540.418.01****Projects in the Design of a Chemical Car****Lise Dahuron**

Overall quality of the class: 4.37

**Summary:**

The best aspects of the course included the opportunity to apply engineering knowledge to a practical application, the chance to do lab work in a relaxed, creative environment, and having the independence to learn from mistakes without being graded on those failures. Some students felt that the course was disorganized in the beginning causing a delay in receiving the chemicals necessary to complete the experiments. Other students thought that not assigning a TA at the beginning of the semester created a slow start to the project. Suggestions for improvement included opening the competition up to other majors like Electrical Engineering and Computer Science, having the returning students provide an overview of the competition for new students, and make attending weekly meetings part of the grade. This course is well suited to prospective students who wish to have a hands-on engineering experience in a relaxed atmosphere.

**EN.540.421.01/EN.540.621.01****Project in Design: Pharmacodynamics****Marc Donohue**

Overall quality of the class: 4.46

**Summary:**

The best aspects of the course included the opportunity to learn about the physiological effects of drugs, the freedom to work in both a group setting and independently on presentations, and the passionate professor who provides helpful one-on-one guidance. Some students felt that the workload could be overwhelming at times and quite repetitious in the second half. Other students thought that they received minimal feedback on their final projects. Suggestions for improvement included offering office hours so the professor could provide more feedback, reduce some of the model examples, and spread the first week's material over two weeks. Prospective students should have an understanding of MATLAB software and be prepared to work on presentations.

**EN.540.440.01****Micro/Nanotechnology: The Science and Engineering of Small Structures****David Gracias**

Overall quality of the class: 4.5

This class had 5 or fewer comments.

**EN.540.465.01****Engineering Principles of Drug Delivery****Stavroula Sofou**

Overall quality of the class: 4.3

**Summary:**

The best aspects of the course included the interesting lab work that revealed actual applications of the theories discussed, the in-depth exploration of drug delivery, and the passionate professor who went above and beyond to make the learning experience as fruitful as possible. The professor also readily provided feedback during office hours or through e-mail. Some students felt that the significant emphasis on complex theories and concepts made it difficult to study for exams while other students thought that the expectations on graded assignments were unclear. Suggestions for improvement included balancing the pace of the class so all the material can be covered, working on more practice problems in class to prepare for exams, and offering a clearer grading rubric for exams. Prospective students should have a background in Transport Phenomena and be prepared to do a great deal of lab work in the second half of the semester.

**EN.540.490.01****Introduction to Chemical Process Safety****Daniel Kuespert**

Overall quality of the class: 3.16

**Summary:**

The best aspects of the course included gaining knowledge about the hazards of chemical processing and safety measures, the mock incident investigation, and the engaging professor who cared deeply about the subject matter. Some students found that certain members in their group project were not doing their work while other students felt the grading by the TA was inconsistent from assignment to assignment. Suggestions for improvement included more structured lectures where the professor goes over the in-class assignments with the students, a more consistent grading rubric, and assigning fewer, more focused readings that can be

covered in depth. Although it is a one-credit course, prospective students should be prepared to have numerous reading and writing assignments.

**EN.540.602.01/EN.540.402.01**

**Metabolic Systems Biotechnology**

**Michael Betenbaugh**

Overall quality of the class: 3.45

Summary:

The best aspects of the course included the intellectually stimulating course material, the engaging lectures presented by the professor with a good deal of energy, and the homework assignments that were relevant to the course material. Some students felt that the lectures were disorganized and notes were not posted online in a timely manner for review. Other students thought that the homework problems were much easier than the exam problems, leaving them unprepared for the expectations of the exam. Suggestions for improvement included posting material online in a timely manner, making the homework problems equally as difficult as the exam problems, and reviewing homework problems in class. Prospective students should have a background in Biochemistry and be prepared to do a great deal of studying beyond the classroom and the homework assignments.

**EN.540.615.01/EN.540.415.01**

**Interfacial Science with Applications to Nanoscale Systems**

**Joelle Frechette**

Overall quality of the class: 4.04

Summary:

The best aspects of the course included the fascinating material that was an equal balance of mathematical rigor and qualitative science, the knowledgeable and helpful professor who made ambiguous concepts easy to understand, and the way in which the course related the concepts to present day issues. Some students felt that the questions on the exams did not correlate to the homework or lectures. Other students thought that there were insufficient problem sets in class to help grasp the complex theories presented. Suggestions for improvement included using a textbook other than the Berg textbook, offering more practice problems in class, and restructuring the course so that fundamentals are repeatedly reinforced as new concepts are introduced. Prospective students would benefit from having a background in Thermodynamics, Fluid Mechanics, Calculus, and Physics. They should also be prepared to do a great deal of independent study.

**EN.540.630.01****Thermodynamics, Statistical Mechanics, and Kinetics****Chao Wang**

Overall quality of the class: 3.69

**Summary:**

The best aspects of the course included the challenging course work, the caring and helpful TA, and the professor's ability to provide clear explanations for every topic. Some students felt that the course moved at a rapid pace and the two textbooks employed did not correspond to the material addressed in the lecture. Other students thought that certain topics like Quantum Mechanics were not adequately covered, especially late in the semester. Suggestions for improvement included more emphasis on Statistical Mechanics and Kinetics, more examples of how the concepts are applied in real world situations, and creating a slower pace to the lectures. Prospective students should have a background in Quantum Mechanics, Thermodynamics, and Statistics. They should also be prepared to devote a great deal of effort toward the homework assignments.

**EN.540.632.01****Project in Design: Pharmacokinetics****Marc Donohue**

Overall quality of the class: 4.7

**Summary:**

The best aspects of the course included the independent learning that promoted critical thinking and collaboration, the presentation format that provided practice for public speaking in the industry, and the fascinating subject matter. Some students felt there was insufficient feedback to gauge their progress while other students thought that the MATLAB component was a bit heavy. Suggestions for improvement included more structure to the course project early on so the scope can be determined based on the resources available, more feedback and check-ins by the professor, and offering a session early on where students practiced with MATLAB. Prospective students should have a background in Calculus and be prepared to actively participate in their group.



**EN.540.640.01****Micro/Nanotechnology: The Science and Engineering of Small Structures****David Gracias**

Overall quality of the class: 4.3

**Summary:**

The best aspects of the course included the interesting course material, the professor's availability for feedback, and the opportunity to develop research and writing skills in a self-directed way. The only daunting aspect to the course was the long writing assignments. Suggestions for improvement included more class discussions, providing examples of other research papers to gain a sense of the expected format, and spacing the writing assignments more evenly throughout the semester. Prospective students should be aware that the course is writing intensive.

**EN.540.652.01****Advanced Transport Phenomena****Andreas Boudouvis**

Overall quality of the class: 3.95

**Summary:**

The best aspect of the course was the knowledgeable professor who provided clear and thorough analysis in his lectures, offered additional office hours, and e-mailed supplemental resources to students. Students also appreciated that the course reinforced fundamentals while being properly challenging. Students without a strong mathematics background found the mathematics-heavy material to be daunting while other students felt the extra classes outside of the scheduled class time to be inconvenient given other college commitments. Suggestions for improvement included greater focus on fluids, mass, and heat transfer, offering any extra lectures outside the schedule class time as videos, and shifting some of the emphasis from solving problems to explaining the methods behind the problems. Prospective students should have a background in Linear Algebra and Fluid Mechanics.

**EN.540.662.01/EN.540.462.01****Polymer Design and Bioconjugation****Anirudha Singh**

Overall quality of the class: 4.1

**Summary:**

The best aspects of the course included learning about the practical applications of bioconjugation, the valuable research papers and books provided to help students understand

the subject matter, and the professor's willingness to provide feedback and answer questions. Some students found the three-hour class session to be overly long and the group discussions had limited benefits. Other students felt that the exams did not correlate with the material covered in the lectures. Suggestions for improvement included providing discussion questions to aid focus to the group discussions, more organized lectures with only slides that pertain to the material discussed, and handing out the reading material in a more measured manner. Prospective students would benefit from a background in organic chemistry and should be prepared to participate in the group discussions.

**EN.540.665.01**

**Engineering Principles of Drug Delivery**

**Stavroula Sofou**

Overall quality of the class: 4.36

Summary:

The best aspects of the course included the interesting subject matter presented by the engaging professor, the clearly outlined and manageable assessments, and the lab work that provided students with practical applications of the principles discussed in class. The main drawback to the course was the classroom with a projector that did not work. Suggestions for improvement included using a better classroom, more structured lectures, and more guidance regarding what to expect on exams. Prospective students should be familiar with differential equations.

**EN.540.690.01**

**Chemical and Biomolecular Engineering Design**

**Marc Donohue**

Overall quality of the class: 4.5

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.560.201.01-05  
Statics & Mechanics of Materials  
Rachel Sangree**

Overall quality of the class: 4.06

Summary:

The best aspects of the course included the helpful and caring professor, the valuable lab experience, and the opportunity to learn how the principles of physics applied to structures in the everyday world. Some students felt that the lectures could be a bit dry and the lab work was unproductive in helping to understand the material. Other students thought that the homework assignments could be time-consuming. Suggestions for improvement included structuring the course so that the lab work relates to what had just been taught in class, placing more emphasis on the mechanics of materials and less on statics, having a more organized procedure section of the labs, and offering more engaging lectures. Prospective students would benefit from a background in Physics or Mechanics. They should be prepared to read the textbook thoughtfully and start the problem sets as soon as possible.

**EN.560.220.01  
Civil Engineering Programming  
Benjamin Schafer**

Overall quality of the class: 4.2

Summary:

The best aspects of the course included the opportunity to learn MATLAB and Python in a relaxed but productive atmosphere, the emphasis on weekly programming assignments rather

than exams, and the helpful and approachable professor who was willing to work closely with the students. Some students felt that the assignments could be unclear and varied greatly in length. Other students found that when the professor moved too quickly, they could miss critical lines of code which made doing homework difficult. Suggestions for improvement included devoting equal time to MATLAB and Python, posting in-class exercises so students could have more practice with the code, and requiring a journal so everyone is forced to keep track of what they are learning. Prospective students should stay abreast of their homework assignments so they do not fall behind.

**EN.560.404.01**

**Engineering Mechanics**

**James Guest**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

**EN.560.451.01**

**Civil Engineering Design I**

**John Matteo**

Overall quality of the class: 4.4

**Summary:**

The best aspects of the course included the field trip to the Fallingwater house, the helpful professor who gave one-on-one instruction, and having a final project that brought together the cumulative knowledge of past courses with real world applications. Some students felt that they received insufficient feedback on their homework while other students thought that the course focused more on evaluating a design rather than the practical skills required to design something. Suggestions for improvement included returning graded homework in a timely manner and focusing more on applying the fundamentals of civil engineering to actual building and project designs. Prospective students should be aware that this course brings together knowledge from previous civil engineering courses while preparing students for the next stage of learning.

**EN.560.604.01****Introduction to Solid Mechanics****Stavros Gaitanaros**

Overall quality of the class: 4.26

**Summary:**

The best aspect of the course was the professor's ability to break down complicated concepts into understandable language and his willingness to let students solve problems on their own rather than just giving them answers for expediency sake. Some students felt that the exams were heavily weighted toward calculations which, in the real world, would be handled by symbolic software. Other students thought that certain background knowledge like mechanics of materials and differential equations is assumed without being stated in the syllabus. Suggestions for improvement included offering more homework assignments to practice some of the more abstract concepts, present more practical examples of complex material, and spend more time at the beginning of the course laying out the fundamentals. Prospective students should have a background in Dynamics and be aware that the course focuses on the behavior of materials under stress and strain.

**EN.560.618.01****Probabilistic Methods in Civil Engineering and Mechanics****Michael Shields**

Overall quality of the class: 4.48

**Summary:**

The best aspects of the course included the interesting material involving statistics and probability, the practical applications of the material in field research, and the opportunity to learn how to code methods using Python. Some students felt that there was not enough instruction provided on the Python software while other students thought that there were insufficient homework assignments to grasp the more abstract concepts. Suggestions for improvement included additional training on Python, more homework assignments to strengthen understanding of abstract concepts, and posting lecture notes on Blackboard. Prospective students would benefit from a background in probability, statistics, and the Python software. They should also be aware that the course delves deeply into the subject matter so they should take advantage of the professor's office hours if they have questions.

**EN.560.619.01/EN.560.445.01**  
**Advanced Structural Analysis**  
**James Guest**

Overall quality of the class: 4.12

Summary:

The best aspect of the course was learning the various applications of the MATLAB software. Students also appreciated the challenging course content and the interesting final project. Some students thought that formatting and printing homework assignments was time consuming while students who were not familiar with MATLAB had to spend a great deal of time teaching themselves the program. Suggestions for improvement included more instruction on MATLAB, presenting more examples and applications of the topic in class, and providing more feedback on homework assignments. Prospective students would benefit from an understanding of MATLAB and should have a good knowledge of structural analysis.

**EN.560.623.01/EN.560.423.01**  
**Bridge Engineering**  
**Rachel Sangree**

Overall quality of the class: 4.22

Summary:

The best aspects of the course included the field trips and group activities that kept the students engaged, the well-organized lectures which presented real world applications to the material, and the knowledgeable professor who made sure that, in a mixed class with grad students and undergrads, everyone was keeping pace and not falling behind. Some students felt that the lectures could sometimes be a bit dry while other students found the amount of homework assigned to be challenging. Suggestions for improvement included more freedom with assignments, more time in class to work through problem sets, and more focus on designing using software. Prospective students should have a background in structural analysis and should keep their course materials organized.

**EN.560.629.01/EN.560.429.01**  
**Preservation Engineering I: Theory and Practice**  
**Matthew Farmer, Edmund Meade**

Overall quality of the class: 3.83

Summary:

The best aspects of the course included having exposure to historical information about the field of forensic engineering and historic restorations, the case studies, and the knowledgeable

professor who presented the material with an angle to real world applications. Some students thought that the lectures did not relate to the homework assignments while other students felt that feedback on homework assignments was received too late to help with future assignments. Suggestions for improvement included performing more math problems in class that make connections with the topics, receiving feedback on assignments in a timely manner, and more field trips to explore systems in a real world way. Since the final project is worth 50% of the student's grade, prospective students should begin work on their final project as soon as possible.

**EN.560.633.01**

**Investigations, Diagnosis, and Rehabilitation**

**Christina T Parker, Joseph Rogers**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

**EN.560.730.01**

**Finite Element Methods**

**Somnath Ghosh**

Overall quality of the class: 4.27

Summary:

The best aspects of the course included the computer assignments that illustrated the process used to solve problems, covering complex concepts using simple examples with step-by-step instructions, and the passionate professor who is a leading expert in the field and wanted every student to succeed. Some students thought that the homework did not relate to the lectures, causing students to seek outside resources to complete the work. Other students felt that the concepts introduced were not presented in a way that pulled everything together. Suggestions for improvement included aligning the homework assignments with the material covered in class, posting lectures notes on Blackboard, and discussing the order of building a model and use that model to illustrate concepts that are introduced. Prospective students should have a background in solid mechanics and understand that the course is suited for people who write their own programs or work with finite element models on a regular basis.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.601.104.01-02**

**Computer Ethics**

**Timothy Leschke**

Overall quality of the class: 3.80

**Summary:**

The best aspects of this course included the interesting topics covered and thought-provoking class discussions. Some students felt that the lectures were sometimes too long and that the discussions could become repetitive. A few students also felt that there was a lack of guidance regarding the final paper. Suggestions for improvement included having a couple lectures that focused on common theories in ethics in general and making the course more interactive. Prospective students are advised that they should come to class ready to participate in the discussions and not to procrastinate on their final essay.

**EN.601.107.01**

**Introductory Programming in Java**

**Sara More**

Overall quality of the class: 4.05

**Summary:**

The best aspects of this course included the accessible way that new concepts were introduced and hands-on homework assignments that accurately reinforced the material taught in class. Some students felt that their assignments weren't graded and returned in a timely manner and that the overall pace of the course seemed slow, allowing for lectures that seemed to be lacking



in content. Suggestions for improvement included going over more coding examples in class and providing more frequent and complex homework assignments to test student knowledge of the material taught in class. Prospective students should know that the course is a great way to gain applicable knowledge in computer programming and that little background is necessary to succeed.

**EN.601.108.01-02**

**Introduction to Programming Lab**

**Sara More**

Overall quality of the class: 4.02

This class had 5 or fewer comments.

**EN.601.220.01, .04**

**Intermediate Programming**

**Sara More**

Overall quality of the class: 4.25

Summary:

The best aspects of this course included the accessibility of the instructor and teaching assistants during office hours and on Piazza, the useful information taught, and the opportunities for students to practice what they were learning via challenging homework and projects. Some students felt that the homework assignments were overly time consuming and that they weren't given enough time to complete the in-class exercises. Suggestions for improvement included reducing the overall workload and providing clearer instructions on the homework assignments. Students also suggested allowing more time to complete the in-class exercises. Prospective students are advised that they will need to spend a lot of time outside of class working on their assignments and that doing the in-class exercises will help them complete their homework.

**EN.601.220.02**

**Intermediate Programming**

**Mohammad Darvish Darab**

Overall quality of the class: 4.09

Summary:

The best aspects of this course included its intellectual challenge, the hands-on nature of the exercises and homework, and the helpful resources provided such as Piazza and Gradescope.

Some students felt that the lectures were too long at times and that the assignment instructions were sometimes unclear. A few students also found submitting work to Gradescope to be frustrating at times. Suggestions for improvement included providing a clearer grading rubric and placing more emphasis on the coding exercises rather than the lecture. Prospective students are advised that they should start their homework early as the assignments require a significant time commitment and to take advantage of office hours when they have questions.

### **EN.601.220.03**

#### **Intermediate Programming**

**Joanne Selinski**

Overall quality of the class: 3.83

#### Summary:

The best aspects of this course included the homework and projects that provided ample opportunities to practice coding in C and C++, and the accessibility of the posted lectures, which proved helpful. Some students felt that guidelines for the programming assignments were unclear or hard to find on Piazza and that they weren't given enough time to complete the in-class practice exercises. Suggestions for improvement included making the in-class exercises required and grading them so that students can gauge their understanding of the material. Students also suggested giving them more opportunities to code, especially when anticipating an exam. Prospective students are advised that having good time-management skills is helpful as the homework assignments need to be started well in advance of their due date.

### **EN.601.226.01**

#### **Data Structures**

**Michael Schatz**

Overall quality of the class: 4.48

#### Summary:

The best aspects of this course included highly applicable subject matter that provided an overview of the theories behind computer science rather than a single programming language, and challenging homework assignments that helped to reinforce the material. Students also appreciated the engaging and approachable instructor, and the five-day grace period for the homework assignments. Some students felt that the assignments were too long for the time period allotted to them and that the exam was too short to weigh so heavily on their final grade. Suggestions for improvement included making a few less homework assignments so they can be better distributed across the semester and giving students more timely feedback on the homework. Prospective students are advised to get started as soon as possible on the

homework assignments as they are quite time consuming and that having familiarity with Java and Intermediate Programming will prove helpful.

**EN.601.229.01**

**Computer System Fundamentals**

**Peter Froehlich**

Overall quality of the class: 2.67

Summary:

The best aspects of this course included interesting topics that covered the building blocks of computer systems and challenging coding assignments. Some students felt that the homework assignments were overly time consuming and that the exams were unfairly difficult. A few students also felt that the lectures seemed poorly prepared and that there was little guidance outside of the lecture. Suggestions for improvement included allowing students to use a coding language of their own choice on the assignments, and providing clearer instruction and more constructive feedback. Prospective students are advised that they should have a solid background in C and C++ syntax and to manage their time carefully on homework assignments.

**EN.601.231.01**

**Automata & Computation Theory**

**Xin Li**

Overall quality of the class: 3.46

Summary:

The best aspects of this course included fascinating course material that approached computer science in a mathematical way and homework assignments that helped reinforce the material taught in class. Some students felt that the difficulty of the course was inconsistent as it became much more difficult and faster paced at the very end. A few students also felt that expectations were sometimes unclear and that the exams were overly difficult. Suggestions for improvement included going over more practice problems in class and introducing the material covered at the end of the semester earlier. Prospective students are advised that a background in discrete mathematics is required and that they should purchase the textbook as it will prove very helpful throughout the semester.

**EN.601.382.01**  
**Deep Learning Lab**  
**Gregory Hager**

Overall quality of the class: 3.59

Summary:

The best aspects of this course included the opportunity to gain hands-on experience implementing deep learning models and the variety of subjects covered. Some students felt that there was a lack of timely feedback in terms of grading and responses to questions on Piazza. Suggestions for improvement included providing more background instructions and explanations for the labs and grading the assignments faster. Prospective students are advised that a background in Python is assumed and that experience with machine learning is helpful.

**EN.601.615.01/EN.601.315.01/EN.601.415.01**  
**Databases**  
**David Yarowsky**

Overall quality of the class: 3.10

Summary:

The best aspects of this course included comprehensive and intellectually challenging assignments that reinforced the material taught in class and the useful applications of the topics covered. Some students felt that feedback and communication between them, the TAs and professor were severely lacking due to canceled office hours and not responding on the Piazza forum. Suggestions for improvement included providing more interactive and engaging lectures and better organization among the course staff so that there is more communication with the students. Prospective students are advised that they should start early on the homework assignments as they can be quite time consuming and that they should use the textbook to supplement the material covered in class.

**EN.601.618.01/EN.601.318.01/EN.601.418.01**  
**Operating Systems**  
**Peng Huang**

Overall quality of the class: 4.56

Summary:

The best aspects of this course included the intellectual challenge of the assignments, especially PintOS labs, the practicality and relevance of the topics covered, and the opportunity to get hands-on experience working on operating systems. Some students felt that the workload could be overwhelming and that the pace of the course was too fast at times. Suggestions for

improvement included spending more time lecturing on some of the more advanced topics. Students also suggested providing more structure to the assignments and related resources in order to make the assignments more approachable. Prospective students are advised that this course is very time consuming, they should be comfortable programming in C, and they should be prepared for a difficult yet rewarding class.

**EN.601.621.01/EN.601.421.01**  
**Object Oriented Software Engineering**  
**Scott Smith**

Overall quality of the class: 3.85

**Summary:**

The best aspects of this course included the opportunity to work as a team to develop an app, the hands-on work that entailed, and the freedom to choose the type of app they wanted to design. Some students felt that the grading and feedback they received was inconsistent at times and that the guidelines for the work were very broad. Suggestions for improvement included providing clearer requirements for the homework assignments and creating a more rigid grading standard. Students also suggested providing more guidance on their projects and delivering more structured lecture material. Prospective students are advised that they should try to enroll in the class with people they know they'll be able to work well with as a group and that they should be prepared to put a lot of work into their project outside of class.

**EN.601.633.01/EN.601.433.01**  
**Intro Algorithms**  
**Michael Dinitz**

Overall quality of the class: 4.30

**Summary:**

The best aspects of this course included the intellectually challenging content, the highly detailed lecture notes, which students found helpful, and homework assignments that tested their understanding of the material. Some students felt that the course was too fast-paced and that the instructor's blackboard handwriting suffered as a result. Students also felt that the homework assignments were too long and difficult and that they didn't receive enough timely feedback. Suggestions for improvement included providing more exam preparation and prompter feedback on their work. Prospective students are advised that they have a solid background in discrete mathematics and that it's helpful to follow along with the lecture notes during lectures.

**EN.601.640.01/EN.601.340.01/EN.601.440.01**

**Web Security**

**Yinzhi Cao**

Overall quality of the class: 4.09

Summary:

The best aspects of this course included the readings and class discussions on relevant topics in web security. Some students felt that the lectures could be too fast-paced and sometimes covered topics too briefly. Suggestions for improvement included covering some of the topics in greater depth and spending more time on web programming basics. Prospective students are advised that they should have a solid background in web development and programming languages such as Java script and Python.

**EN.601.642.01/EN.601.442.01**

**Modern Cryptography**

**Abhishek Jain**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included subject matter that provided a theoretical background to cutting-edge cryptographic methods and the clear instruction given by the professor. Some students felt that the homework was overly difficult and that its difficulty didn't correlate to the exercises done in class. A few students also felt that the pace of the course sometimes required them to self-teach outside of class. Suggestions for improvement included working through more example problems during lecture and spending more time reviewing some of the more complicated mathematics at the beginning of the semester. Prospective students are advised that they should have experience solving proofs and that the course is theoretical but accessible.

**EN.601.643.01**

**Security & Privacy in Computing**

**Aviel Rubin**

Overall quality of the class: 4.72

Summary:

The best aspects of this course included the practical hands-on aspects of the material covered, the relevant subject matter, and gaining insight into current computer security issues. Some students felt that the workload was too heavy and not evenly distributed across the semester. A few students also felt that the grading relied too much on the exam and not enough on the

assignments. Suggestions for improvement included reducing requirements for the lab reports or the number of labs. Students also suggested providing a clearer grading rubric. Prospective students are advised that they should have a background working with the Linux operating system before enrolling.

**EN.601.644.01/EN.601.444.01**

**Network Security**

**Seth Nielson**

Overall quality of the class: 3.77

**Summary:**

The best aspects of this course included programming assignments that gave students hands-on experience implementing secure networks and the variety of topics covered. Some students felt there were problems with the course's overall structure resulting in repeated revisions to the syllabus and assignment requirements. Suggestions for improvement included providing a clearly defined syllabus and list of prerequisites. Prospective students are advised that they should have experience using Python and that the course can be time consuming.

**EN.601.645.01/EN.601.445.01**

**Practical Cryptographic Systems**

**Matthew Green**

Overall quality of the class: 4.26

**Summary:**

The best aspects of this course included interactive lectures that provided interesting real-world examples and impacts of the material presented, and the opportunity for students to participate in hands-on activities that allowed them to implement and learn to break cryptographic protocols. Some students felt that there was a lack of feedback on their assignments and their midterm and that they were returned in a very untimely manner. A few students also felt that the course was disorganized at times because of a lack of solid deadlines. Suggestions for improvement included providing grades and feedback more quickly, creating a more organized syllabus, and reviewing material that will be on the exam. Prospective students are advised to keep up with the readings and to be prepared to devote time outside of class to studying the material.

**EN.601.655.01/EN.601.455.01**  
**Computer Integrated Surgery I**  
**Russell Taylor**

Overall quality of the class: 3.51

Summary:

The best aspects of this course included interesting topics presented by the instructor and occasional guest speakers that provided an introduction to the field of robotics and the engaging programming assignments. Some students felt that timely feedback was lacking and that often what was covered in lecture did not correlate with the material covered on the homework assignments. A few students also felt that the workload was too heavy and concentrated at the end of the semester and that there weren't enough resources to aid them when they needed help. Suggestions for improvement included offering more office hours and better organizing the content so it is more evenly distributed across the semester. Prospective students are advised that a background in linear algebra is required and that the assignments can be very time consuming.

**EN.601.657.01/EN.607.457.01**  
**Computer Graphics**  
**Michael Kazhdan**

Overall quality of the class: 4.51

Summary:

The best aspects of this course included the interesting content and rewarding project assignments that gave students the opportunity to apply the skills learned in lecture. Some students felt that some of the assignments were too long and difficult, and were frustrated that the codebases they were provided sometimes had bugs. Suggestions for improvement included covering OpenGL before the related assignment and providing more direction for the assignments. Students also suggested providing better documentation for the code base. Prospective students are advised that they should bring to the class strong C++ coding skills and that they should start their projects early.



**EN.601.661.01/EN.601.461.01****Computer Vision****Haider Ali**

Overall quality of the class: 1.84

**Summary:**

The best aspects of this course included the interesting subject matter covered, the guest lecturers, and the open-ended final project. Some students felt that the lectures and lecture slides were disorganized and that the instructor's teaching style didn't engage them. A few students also felt that the grading system and course guidelines were unclear, there was a lack of a syllabus at the start of the semester, and a general lack of communication. Suggestions for improvement included approaching the class with more preparation and organization, providing clearer expectations and policies, and adding more homework projects. Prospective students are advised that they should be prepared to do a considerable amount of self-learning and to find outside resources to supplement the lectures.

**EN.601.663.01/EN.601.463.01****Algorithms for Sensor-Based Robotics****Simon Leonard**

Overall quality of the class: 4.26

**Summary:**

The best aspects of this course included hands-on homework assignments that provided students with the opportunity to implement the concepts they learned in class, getting to work on real robots, and the structure of the course itself. Students also appreciated timely responses from the instructor via Piazza. Some students felt that the lack of a grading curve made the grading overly harsh and that there wasn't enough time allotted for some of the exams. Suggestions for improvement included having more hands-on time with robots and allowing a cheat sheet or calculator during exams. Prospective students are advised that they should be comfortable programming in C++ and to be aware that there is no grading curve.

**EN.601.664.01/EN.601.464.01****Artificial Intelligence****Benjamin Van Durme**

Overall quality of the class: 4.22

**Summary:**

The best aspects of this course included the helpful resources that were available online, the breadth of material covered, and the assignments, which were cumulative and applicable.

Some students felt that assignment and exam grades took too long to be returned to them and that their final grade weighed too heavily on the exams instead of the assignments. A few students also felt that the lectures were overlong and dry at times. Suggestions for improvement included reducing the number or difficulty of the exams and increasing the importance of the assignments when determining the final grade. Prospective students are advised that they should have a working knowledge of Python before enrolling and that there are ample resources online to help them succeed.

**EN.601.665.01/EN.601.465.01**

**Natural Language Processing**

**Jason Eisner**

Overall quality of the class: 4.49

Summary:

The best aspects of this course included the interesting topics covered, the intellectual challenge, and the well-organized and enlightening lectures. Some students felt that the workload was far too heavy and that the homework assignments were too long. Suggestions for improvement included adding prerequisites so that less material needed to be covered and reducing the workload. Prospective students are advised that they should have a solid background in advanced math such as probability and linear algebra and to prepare themselves for a challenging but ultimately rewarding course.

**EN.601.668.01/EN.601.468.01**

**Machine Translation**

**Philipp Koehn**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the hands-on approach of learning through team-based assignments, the cutting-edge nature of the topics covered, and the freedom students had in choosing the focus of their final project. Some students felt that the project workload could be very heavy at times and that instructions were unclear. A few students also felt that feedback on their assignments was vague and that grades took too long to be returned to them. Suggestions for improvement included providing more guidance on the final projects and more feedback on assignments. Prospective students are advised that having previous experience with machine learning is helpful.

**EN.601.675.01/EN.601.475.01**

**Machine Learning**

**Mark Dredze**

Overall quality of the class: 4.39

Summary:

The best aspects of this course included the hands-on coding assignments, an enthusiastic and knowledgeable instructor, and useful homework that prepared students for the exam. Some students felt that the homework assignments were at times unclear and there were errors in the source code. Suggestions for improvement included better organizing the homework assignments and assigning a final project rather than an exam. Prospective students are advised that they should have a background in linear algebra and probability before taking the class and that it is a lot of work but ultimately rewarding.

**EN.601.677.01/EN.601.477.01**

**Causal Inference**

**Ilya Shpitser**

Overall quality of the class: 4.41

Summary:

The best aspects of this course included interesting subject matter that students felt was applicable to many fields of study and the structure of the course, which provided an introduction to this new way of thinking about real-world problems. Some students felt that the course was made even more challenging than it needed to be by the lack of outside material on the subject. Suggestions for improvement included providing relevant reference materials in addition to more detailed notes with the lecture slides. Prospective students are advised that it is a very time-consuming class and that they will need a working knowledge of probability and statistics to succeed.

**EN.601.681.01/EN.601.481.01**

**Machine Learning: Optimization**

**Raman Arora**

Overall quality of the class: 4.32

Summary:

The best aspects of this course included interesting subject matter that provided a detailed look at the mathematics of machine learning and the hands-on assignments that reinforced and applied the algorithms learned in class. Some students felt that there was too much material covered in the class and that the lectures felt disorganized at times. Suggestions for

improvement included providing more small homework assignments and offering more hands-on demonstrations of the algorithms discussed in class. Prospective students are advised the course is mathematically rigorous and that they should have a very strong math background, including linear algebra and probability, before enrolling.

**EN.601.682.01/EN.601.482.01**

**Machine Learning: Deep Learning**

**Gregory Hager**

Overall quality of the class: 3.52

**Summary:**

The best aspects of this course included the interesting and applicable subject matter and homework assignments that were helpful in reinforcing the material learned in class. Some students felt that the class suffered from a lack of organization and that the homework assignments were in need of revision. A few students also felt that the course seemed to be less of an introductory course than they had expected and that there was a lack of feedback from the instructor on Piazza. Suggestions for improvement included a more organized assignment schedule, moving at a slower pace, and covering more of the background information in detail. Prospective students are advised that they should have a solid background in machine learning before attempting this course and to expect a steep learning curve.

**EN.601.690.01/EN.601.490.01-02**

**Introduction to Human-Computer Interaction**

**Chien-ming Huang**

Overall quality of the class: 4.39

**Summary:**

The best aspects of this course included the engaging hands-on projects and activities, the opportunity to collaborate with peers, and unique subject matter not usually found in computer science courses that students found applicable to the real world. Some students felt that the lectures could be dry at times and that there was a lack of feedback from the instructor on their projects as well as a lack of a clear grading rubric. A few students also found the potential for a pop-quiz to be stressful. Suggestions for improvement included providing more guidance on student projects by creating a clearer grading rubric and giving students more feedback on their work. Prospective students are advised that a background in programming isn't required and that they should be prepared to work in groups for most of the semester.

**EN.601.714.01****Advanced Computer Networks****Soudeh Ghorbani Khaledi**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**EN.601.723.01****Advanced Topics in Data-Intensive Computing****Randal Burns**

Overall quality of the class: 4.24

**Summary:**

The best aspects of this course included the opportunity to be introduced to a broad range of research topics, the well-curated readings, and engaging class discussions. Some students felt that the course was light in structure and that some of the readings were very difficult to comprehend. Suggestions for improvement included providing more structure to the discussions and creating a clearer grading rubric. Prospective students are advised that a background in machine learning and an interest in parallel programming will help them get the most out of the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
ELECTRICAL & 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: 4.41

**Summary:**

The best aspects of this course included the engaging and thoughtful lectures, the interesting subject matter, and the labs, which helped reinforce the material taught in class. Some students felt that the exams were too difficult and that the breadth of new material covered in the lectures could be overwhelming. Suggestions for improvement included providing more online resources such as recorded lectures and more practice problems. Students also suggested providing more guidance and structure for the labs. Prospective students are advised that there is an assumed knowledge of advanced math and that while challenging this is ultimately a rewarding introductory course.

**EN.520.219.01  
Introduction to Electromagnetics  
Mark Foster**

Overall quality of the class: 3.79

**Summary:**

The best aspects of this course included interesting and useful topics that were frequently related to real-world applications and the helpful lecture notes that were posted online. Some students felt that the labs were too focused around the use of MATLAB and that there was a

lack of timely feedback on their assignments. Suggestions for improvement included providing more timely feedback on their work and providing more outside resources for practice. Prospective students are advised that having a familiarity with MATLAB and a background in Calculus III and Physics II will prove helpful.

**EN.520.230.01**  
**Mastering Electronics**  
**Amy Foster**

Overall quality of the class: 3.67

Summary:

The best aspects of this course included being introduced to and exploring the applications of a variety of useful circuit components and labs that allowed students to implement the ideas covered in class. Some students felt that the lecture material was compressed into too few meeting times and that there was a lack of feedback on the homework and exams. A few students were also frustrated that the class occasionally ran over its scheduled time. Suggestions for improvement included having regularly scheduled office hours and adding a third lecture per week. Students also suggested moving faster through the more basic concepts at the beginning of the semester so that there would be more time to concentrate on advanced concepts at the end. Prospective students are advised that a background knowledge of differential equations is very helpful and that the course is a solid introduction to circuitry.

**EN.520.231.01-03**  
**Mastering Electronics Laboratory**  
**Amy Foster**

Overall quality of the class: 3.61

Summary:

The best aspects of this course included the opportunity to gain hands-on experience working with circuitry, and learning to breadboard and use new equipment such as the oscilloscope. Some students felt that the lab and write-up instructions were poorly written, and that at times the labs could take too long to complete and were unnecessarily complicated. Suggestions for improvement included better aligning the lab instructions with the lab report guidelines and providing more application-based labs so that students better understand the purpose of what they're building. Prospective students are advised that they should start early on their projects and that it's helpful to go over the pre-labs before showing up to class.

**EN.520.315.01****Intro. To Bio-inspired Processing of Audio-Visual Signals****Hynek Hermansky**

Overall quality of the class: 4.21

**Summary:**

The best aspects of this course included the interesting course material, an approachable and enthusiastic instructor, and the encouraging stress-free learning environment. Some students felt that the material could have been better organized by addressing the order in which topics were covered and that the lectures sometimes felt repetitive. Suggestions for improvement included better structured, more interactive lectures and covering more applications with more real-world examples and demonstrations. Prospective students are advised that having a background in signals and systems will prove helpful.

**EN.520.340.01****Introduction to Mechatronics****Ivan Sekyonda**

Overall quality of the class: 4.38

**Summary:**

The best aspects of this course included hands-on labs that reinforced the concepts being taught in lecture and an engaging instructor who was responsive to the students. Some students felt that they weren't fully prepared for the final project and that the course being one session on a Friday afternoon wasn't the best choice in terms of scheduling and structure. Suggestions for improvement included having a separate session for lectures and providing more demonstrations of the Arduino coding. Prospective students are advised that while intellectually challenging the course is also very rewarding.

**EN.520.349.01, .02****Microprocessor Lab I****Robert Glaser**

Overall quality of the class: 4.00

This class had 5 or fewer comments.



**EN.520.370.01****Introduction to Renewable Energy Engineering****Susanna Thon**

Overall quality of the class: 4.12

**Summary:**

The best aspects of this course included the interesting and relevant subject matter and the variety of renewable energy technologies covered. Some students felt that the tests were too long for the use of calculators to be restricted and that the course spent too much time focusing on mathematics and deriving equations. Suggestions for improvement included focusing the course less on calculation and more on the application and theory of renewable energies. Students also suggested shortening the tests or allowing calculators during them. Prospective students are advised that while little background knowledge is required, having some experience with basic thermodynamics will prove helpful.

**EN.520.424.01, .02/EN.520.644.02****FPGA Synthesis Lab****Philippe Pouliquen**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

**EN.520.452.06, .07/EN.520.211.06, .07****Advanced ECE Engineering Team Project****Sathappan Ramesh**

Overall quality of the class: 4.38

**Summary:**

The best aspects of this course included the opportunity to gain hands-on experience working on an open-ended project and the intellectually stimulating active learning style. Some students felt that there was a lack of communication when it came to project presentation and expectations. Suggestions for improvement included adding more structure to the class by having more weekly meetings. Prospective students are advised that they should be sure to manage their time well.

**EN.520.462.01/EN.520.250.01/EN.520.662.01****Leading Innovation Design Team****Charbel Rizk**

Overall quality of the class: 3.95

**Summary:**

The best aspects of this course included the opportunity to work on a real-world engineering project with professional sponsors, the helpful feedback received, and the student-driven nature of the course. Some students felt that the pacing of the course was uneven; it moved too slowly in the beginning leading to a sudden increase in difficulty later in the semester. A few students also thought that some of the milestone requirements and due dates were unclear and that the lectures seemed unnecessary. Suggestions for improvement included spreading the workload out more evenly across the semester and reworking the lecture sessions to be more relevant to the work the students are doing. Prospective students are advised that they will need to invest a considerable amount of time outside of class working on their project and that will only get out of it what they are willing to put in.

**EN.520.603.01****Introduction to Optical Instruments****Jacob Khurgin**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**EN.520.612.01****Machine Learning for Signal Processing****Najim Dehak**

Overall quality of the class: 4.20

**Summary:**

The best aspects of this course included the practical and interesting topics covered and labs that allowed students to learn by implementing the ideas taught. Some students felt that topics and lecture slides were sometimes glossed over in lecture and that the workload was unnecessarily heavy. A few students also felt that there wasn't enough feedback given and that the 24-hour turnaround on lab reports wasn't enough time. Suggestions for improvement included streamlining the lectures so that they can be delivered at a slower pace and reducing the course's workload. Prospective students are advised that background knowledge of MATLAB, linear algebra, and probability is helpful.

**EN.520.613.01****Advanced Topics in Optical Medical Imaging****Jin Kang**

Overall quality of the class: 4.46

This class had 5 or fewer comments.

**EN.520.614.01/EN.520.414.01****Image Processing & Analysis****John Goutsias**

Overall quality of the class: 4.04

**Summary:**

The best aspects of this course included the interesting and practical course content and the breadth of material covered. Some students felt that the exam and homework content were outdated. Suggestions for improvement included adding more lessons on the implementation of the material taught and updating the course contents to reflect new techniques. Prospective students are advised that they should have background knowledge in signals and systems and be familiar with MATLAB before enrolling in this class.

**EN.520.622.01****Principles of Complex Networked Systems****John Goutsias**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this course included the breadth of material covered, an instructor who was able to explain complex ideas in a clear way, and helpful online resources such as lecture notes and slides. Some students felt that there wasn't enough of a focus on the mathematical background of the methods they were being taught. Suggestions for improvement included adding more regular assignments to the course in order to reinforce the material and practice for the quizzes. Prospective students are advised that they should be sure to review the lecture slides regularly and that a familiarity with probability will prove helpful.

**EN.520.628.01****Satellite Communication System****Nelofar Mosavi**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**EN.520.629.01****Networked Dynamical Systems****Enrique Mallada Garcia**

Overall quality of the class: 4.11

**Summary:**

The best aspects of this course included mathematically rigorous course material and the combining of graph theory with linear algebra. Some students felt that the homework assignments were at times overly long and challenging and that sometimes the breadth of material covered was too wide. Suggestions for improvement included focusing on fewer topics in more detail. Prospective students are advised that they should be familiar with basic linear algebra and matrix analysis.

**EN.520.632.01/EN.520.432.01****Medical Imaging Systems****Muyinatu Bell**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included interesting subject matter that provided a solid overview of the principles behind medical imaging and the opportunity to see the applications of the material at the end of the semester. Some students felt that the class moved too quickly at times and that the homework assignments could be overly long and difficult and seemed to be dependent on information not learned in class. Suggestions for improvement included slowing the pace of the course and placing the emphasis on coding assignments and problem solving rather than derivations. Prospective students are advised that they should have a background in signals and systems and that they should be sure to read the assigned textbook as not all necessary information is covered in class.

**EN.520.635.01/EN.520.435.01****Digital Signal Processing****Howard Weinert**

Overall quality of the class: 4.32

**Summary:**

The best aspects of this course included well-taught content that was able to convey complex ideas in a clear and thoughtful manner. Some students felt that the homework was too difficult and didn't reflect the material covered in the lectures or exams. A few students also felt that there was a lack of online resources to help them. Suggestions for improvement included assigning a more reliable textbook and going over more example problems in class. Prospective students should take the course if they are interested in continuing their study of signals and systems and are advised to read the assigned textbook.

**EN.520.636.01****Feedback Control Biological Signaling Pathways****Pablo Iglesias**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.520.645.01/EN.520.445.01****Audio Signal Processing****Mounya Elhilali**

Overall quality of the class: 4.10

**Summary:**

The best aspects of this course included the helpful projects, critical reviews, and a curriculum that students found to be very well-structured. Some students felt that there wasn't enough guidance on their projects. Suggestions for improvement included giving an in-depth review of the Digital Signal Processing content and reviewing more practice problems in class. Prospective students are advised that there is an assumed knowledge of digital signal processing and MATLAB.

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

Overall quality of the class: 4.63

Summary:

The best aspects of this course included the enthusiastic instructor, who always was willing to revisit material for the sake of the students, and the in-depth coverage of the subject matter. Some students felt that they weren't given sufficient time to complete their exams and that the assigned textbook didn't correlate well enough to the material being taught. Suggestions for improvement included providing more online resources such as lecture notes or recordings and a better textbook. Prospective students are advised that background knowledge of digital signal processing is required and that reading the supplementary texts will prove helpful.

**EN.520.651.01**  
**Random Signal Analysis**  
**Archana Venkataraman**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the opportunity to practice probability and statistics, interesting subject matter, and well-organized course materials and supplementary resources. Some students felt that the course covered too much material for one semester, resulting in a lack of depth on some topics. A few students also felt that the homework was too difficult and required a more in-depth understanding of the material than was presented in class. Suggestions for improvement included spreading the course out over two semesters and providing more practice problems. Prospective students are advised that this course is very mathematically rigorous and theoretical, and that they should have a background in probability theory.

**EN.520.654.01/EN.520.454.01**  
**Control Systems Design**  
**Pablo Iglesias**

Overall quality of the class: 4.43

Summary:

The best aspects of this course included the practical and relevant subject matter, an enjoyable final project, and the engaging instructor, who provided clear instruction and support. Some students felt that the homework was overly difficult and that they had trouble connecting it to

the material taught in lecture. A few students also felt that the final weighed too heavily upon their final grade and that there was sometimes a lack of materials for the lab section. Suggestions for improvement included making sure that there are enough materials for everyone during the labs and covering more applications of the material in class. Prospective students are advised that they should start the homework assignments early and review the lecture notes before attending class.

**EN.520.678.01/EN.520.478.01**

**Biomedical Photonics**

**Xingde Li**

Overall quality of the class: 5.00

**Summary:**

The best aspects of this course included well-organized course material, a dedicated instructor, and the helpful homework assignments. Some students felt that the class sessions were too long at three hours. Suggestions for improvement included increasing the number of class meetings and having shorter lectures twice a week, and posting lecture notes online. Prospective students are advised that while the course is math-intensive little background in the subject is required.

**EN.520.691.01/EN.520.491.01**

**CAD Design of Digital VLSI Systems I**

**Ralph Etienne Cummings**

Overall quality of class: 4.08

**Summary:**

The best aspects of this course included the intellectually challenging course content, the final project, and the practical nature of the subject matter. Some students felt that the class moved too quickly at time and that there was little guidance and unclear expectations on the homework assignments. A few students also felt that there wasn't enough time allotted for the final project. Suggestions for improvement included covering cadence in more detail and providing clearer guidelines on the assignments and projects. Prospective students are advised that the course requires a substantial amount of work so they should be sure to start early.

**EN.520.701.01**

**Current Topics in Language and Speech Processing**

**Jan Trmal**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**EN.520.773.03, .04**

**Advanced Topics in Microsystem Fabrication**

**Jeff Wang**

Overall quality of the class: 4.40

This class had 5 or fewer comments.



**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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**

**Strategies: Accounting & Finance**

**Annette Leps**

Overall quality of the class: 4.35

Summary:

The best aspects of the course included the professor’s ability to present the material with an emphasis on real world applications and the useful feedback provided. Most students felt that the pace of the course was too fast, particularly for those without an accounting background. Also, some felt that the TA did not return grades in a timely manner. Suggestions for improvement included taking a slower pace during the first half of the course, providing practice assignments where students get to walk through the problems, and receiving more timely feedback from the TA. Prospective students would benefit from taking a basic accounting course first or having some background in accounting.

**EN.662.692.01**

**Strategies for Innovation & Growth**

**Pamela Sheff**

Overall quality of the class: 4.53

Summary:

The best aspects of the course included the guest speakers, the lively class discussions, and the group projects that provided real world experience. Many students were particularly pleased with the consulting project at Johns Hopkins Hospital. Some students felt that there was insufficient time to work on the group projects while others thought that there were too many memos given the other time-consuming projects. Suggestions for improvement included providing a more structured syllabus with deadlines, allowing for the group projects to be worked on throughout the semester, and providing more guidance on how the memos should be written. Prospective students should make themselves aware of memos beforehand and be prepared to commit a great deal of time to the group projects outside the classroom.

## **SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS**

**FALL 2018**

### **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.660.105.01-06; .09 Introduction to Business Lawrence Aronhime**

Overall quality of the class: 4.23

##### Summary:

The best aspects of this course included the instructor’s engaging lectures, the interesting topics covered, and the well-curated readings that provided context to the material covered in class. Some students felt that the class focused too much on history and that the exams and reading pop quizzes asked overly specific questions. Suggestions for improvement included providing clearer lecture slides and grading rubric, and making the class writing-intensive. Prospective students are advised that while this is an introductory course, they should expect to spend a considerable amount of time reading.

#### **EN.660.200.01 Principles of Finance Xian Sun**

Overall quality of the class: 3.82

##### Summary:

The best aspects of this course included the interesting subject matter, a helpful instructor, and daily presentations that allowed students to earn extra credit. Some students felt that the homework assignments were overly long and that not all of the topics were covered in enough depth. Suggestions for improvement included working through more example problems in class and creating more concise homework assignments. Prospective students are advised that the course has an above average workload and that a background in accounting will prove helpful.

**EN.660.203.01; .03**  
**Financial Accounting**  
**Lawrence Aronhime**

Overall quality of the class: 4.24

**Summary:**

The best aspects of this course included an engaging professor who shared a wealth of personal knowledge gained in field, the applicable subject matter, and helpful online lecture videos. Some students felt that the class structure was disorganized and didn't follow the course's syllabus. A few students also felt that the pace of the course was too fast at times. Suggestions for improvement included adhering more closely to the syllabus and dedicating more time to instruction. Prospective students are advised that little to no background is necessary and that watching the lecture videos before coming to class is essential to their success.

**EN.660.203.02**  
**Financial Accounting**  
**Annette Leps**

Overall quality of the class: 4.66

**Summary:**

The best aspects of this course included the engaging instructor, who utilized a classic chalkboard lecture style to provide well-paced instruction and the applicable subject matter. Some students felt that the exams were overly difficult. Suggestions for improvement included providing more review material to help with the exams and putting more emphasis on the need to complete the homework assignments. Prospective students are advised that they should do the assigned problems in the textbook in order to prepare themselves for the exams.

**EN.660.203.04**  
**Financial Accounting**  
**Sean Furlong**

Overall quality of the class: 4.75

**Summary:**

The best aspects of this course included the effective and engaging instructor, frequent opportunities to practice the concepts taught, and the relevant topics covered. Some students felt that the pace of the lectures was too fast at times and that the exams were overly difficult. Suggestions for improvement included posting lecture slides online after class and providing more practice problems or past tests to help students prepare for the exams. Prospective students are advised that while there is no assumed background the course will prove a challenge and that they should stay on top of their textbook readings in order to succeed.

**EN.660.203.05**  
**Financial Accounting**  
**James Eaton**

Overall quality of the class: 3.94

Summary:

The best aspects of this course included interesting subject matter that was applicable to the real world, and a professor who engaged students with practical accounting experiences. Some students felt that there was a lack of structure to the lecture materials and that the material covered stuck too closely to the textbook. Suggestions for improvement included better structuring the lessons and going over more example problems in class. Prospective students are advised that success in the class depends a lot on their ability to motivate themselves to study the textbook on their own.

**EN.660.250.01**  
**Principles of Marketing**  
**Leslie Kendrick**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the relevant subject matter, interactive and hands-on exercises that allowed students to apply what they were learning, and engaging case studies. A few students also appreciated the well-curated guest speakers. Some students felt that preparing for a quiz every day was tedious and that the materials the exams drew from weren't easily accessible to students. Suggestions for improvement included having fewer quizzes and testing with more application-based questions. Prospective students are advised that it is important to stay on top of the readings as they will be quizzed on them.

**EN.660.250.02-03**  
**Principles of Marketing**  
**Susan Conley**

Overall quality of the class: 4.28

Summary:

The best aspects of this course included lectures that regularly included real-world examples that conveyed the practical applications of the theoretical material, and the interesting hands-on projects. Some students felt that the daily quizzes were tedious and that textbook readings were overly dense at times. Suggestions for improvement included providing more preparation materials for the exams and making the lectures more interactive. Prospective students are advised that this is a very reading-heavy course and that they should start memorizing the terminology early.

**EN.660.270.01**  
**Clark Scholar Engineering Design I**  
**Elizabeth Logsdon**

Overall quality of the class: 4.31

Summary:

The best aspects of this course included insightful lectures and the unique opportunity to visit major businesses in the city and apply the ideas taught and brainstorm on their real problems. Some students felt that the scheduling of the course wasn't the most convenient and that there was a lack of feedback from the companies they had contributed ideas to. Suggestions for improvement included providing more feedback on their assignments and adding more field trips. Prospective students are assured that this is a very manageable and enjoyable course.

**EN.660.308.01**  
**Business Law I**  
**David Fisher**

Overall quality of the class: 4.22

Summary:

The best aspects of this course included the interesting subject matter, straightforward homework assignments and exams, and an instructor who provided plenty of examples for the topics covered in lecture. Some students felt that the lecture sessions could go on too long and were at times hard to focus on. Suggestions for improvement included making the class shorter or more interactive. Prospective students are advised that no background is necessary and that they should be sure to take good notes on the lectures.

**EN.660.308.02**  
**Business Law I**  
**Charles Morton**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included engaging in-class discussions, interesting lectures, and an instructor who was able to convey concepts in a clear and understandable way through the use of realistic and applicable examples. Some students felt that the questions on the exam were sometimes confusing and that the reading assignments could be overly dense. Suggestions for improvement included providing practice exams so students can become familiar with the style of questions on the exams. Prospective students are advised to stay on top of the readings and that the course is challenging but ultimately rewarding.

**EN.660.310.01****Case Studies in Business Ethics****Mark Franceschini**

Overall quality of the class: 4.67

**Summary:**

The best aspects of this course included intellectually stimulating in-class discussions that were well facilitated by the instructor and the engaging lectures. Some students felt that the grading seemed subjective and occasionally overly harsh. Suggestions for improvement included having more class time devoted to the group project. Prospective students are advised that they should complete the readings and come prepared to discuss them.

**EN.660.329.01****Social Entrepreneurship Theory and Practice. Community Based Learning****William Smedick**

Overall quality of the class: 4.48

**Summary:**

The best aspects of this course included the interesting subject matter and the variety of presentation styles employed by the instructor. Some students felt that the assignment due dates were unclear and that some of their classmates seemed unmotivated when it came to completing the group project. Suggestions for improvement included providing a more organized class schedule with clearer deadlines and guidelines. Prospective students are advised that the class is based around a single group project and that it is writing-intensive but very manageable in terms of workload.

**EN.660.331.01****Leading Teams****William Smedick**

Overall quality of the class: 4.31

**Summary:**

The best aspects of this course included the engaging class discussions, the relevance of the material to students' careers, and the interactive nature of the course. Some students felt that the deadlines were unclear and that there was too much writing for the course not to be classified as writing-intensive. Suggestions for improvement included providing more in-class instruction on the assignments and adhering more closely to the syllabus. Prospective students are advised that no background knowledge is required but there is a good deal of writing.

**EN.660.332.01**  
**Leadership Theory**  
**William Smedick**

Overall quality of the class: 4.69

Summary:

The best aspects of this course included relevant course material that provided theoretical context for and practical application of the theories, enjoyable class discussions, and the enthusiastic instructor. Some students felt that there was a lack of timely feedback and that the lecture slides were sometimes unclear or confusing. Suggestions for improvement included providing more timely feedback on the writing assignments and allowing more time for students to discuss in class. Prospective students should be prepared to participate in class discussions and collaborate with their classmates often.

**EN.660.332.02-03**  
**Leadership Theory**  
**Mary Clare Coghlan**

Overall quality of the class: 4.54

Summary:

The best aspects of this course included the thought-provoking class discussions, the opportunity to collaborate and interact with classmates, and the useful subject matter. Some students felt that at times there was a lack of guidance during the class discussions and that the assigned readings were overly long and dry. Suggestions for improvement included assigning a greater variety of coursework and more actively leading the discussions in class. Prospective students are advised that this class will provide ample experience in public speaking and that they should be prepared to actively participate in the class discussions if they want to get the most out of the material.

**EN.660.340.01**  
**Principles of Management**  
**Joshua Reiter**

Overall quality of the class: 4.35

Summary:

The best aspects of this course included the interesting and interactive lectures and in-class activities, its well-organized structure, and engaging guest speakers. Some students felt that the class sessions were too long and that the readings were dry at times. Suggestions for improvement included making the assignments less writing-based. Prospective students are assured that they will learn a lot of useful material and that the workload is very reasonable.

**EN.660.343.01**  
**Operations and Service Management**  
**Bonnie Robeson**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the practical and applicable topics covered and the instructor, who was able to engage students by connecting the material to personal experiences. Some students felt that the class sessions were too long at two and a half hours. Suggestions for improvement included shortening the lectures and providing more case studies to better connect the material to practical applications. Prospective students are advised that having a background in mathematics, such as linear algebra or statistics, is helpful.

**EN.660.355.01**  
**Sports Marketing**  
**Leslie Kendrick**

Overall quality of the class: 4.51

Summary:

The best aspects of this course included the engaging and informative guest speakers and case studies that provided real-world examples of the concepts covered in class. Some students felt that there were too many quizzes, and that the textbook readings were sometimes very long and repetitive. Suggestions for improvement included assigning a different textbook and adding more case studies in lieu of some of the quizzes. Prospective students are advised that they will need to stay on top of the readings to succeed in this class and that they should work particularly hard on the final project as it weighs heavily on their final grade.

**EN.660.361.01**  
**Engineering Business and Management**  
**Michael Agronin**

Overall quality of the class: 4.04

Summary:

The best aspects of this course included the engaging lectures, a personable instructor, and topics that students found relevant to the real world. Some students felt that the class sessions were too long at three hours. Suggestions for improvement included breaking up the professor's lectures with guest speakers and adding more activities to the class. Prospective students are assured that the course is straight-forward and informative.



**EN.660.361.02**  
**Engineering Business and Management**  
**Illysa Izenberg**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.660.363.01**  
**Leadership & Management in Materials Science and Engineering**  
**Illysa Izenberg**

Overall quality of the class: 4.68

Summary:

The best aspects of this course included the well-organized class structure, which provided prompt feedback and clear expectations, an engaging professor, and the useful course content. Students also appreciated the discussion-based approach of the class. Some students felt that the grading was overly harsh and subjective. Suggestions for improvement included a clearer grading rubric and providing more guidance when the memos are introduced at the beginning of the semester. Prospective students are advised that there is a focus on group-work and that they should choose their group wisely.

**EN.660.400.01-02**  
**Practical Ethics for Future Leaders**  
**Debra Matthews**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the use of online discussion boards in addition to the in-class discussions, its flexible structure, and the interesting topics covered. Some students felt that the grading of their Piazza posts was subjective and that the discussions became repetitive at times. Suggestions for improvement included having the instructor facilitate more than participate in the class discussions and adding more supplemental material to the course. Prospective students are advised that they will only get out of this course what they are willing to put into it and they should feel comfortable talking in class.

**EN.660.400.04-06****Practical Ethics for Future Leaders****Israel Gannot**

Overall quality of the class: 4.16

**Summary:**

The best aspects of this course included the interesting class and online discussions and the breadth of the material covered. Some students felt that the class discussions repeated the online discussions and that the lectures were dry at times. Suggestions for improvement included creating a clearer grading rubric and providing more guidelines for the class discussions. Prospective students are advised that there is no assumed background necessary and that their success depends largely on actively participating on the online forum.

**EN.660.400.07-08****Practical Ethics for Future Leaders****Feilim Macgabhann**

Overall quality of the class: 4.31

**Summary:**

The best aspects of this course included engaging classroom and online discussions and the valuable insights provided by the subject matter. Some students felt that there was a lack of engagement among their peers during some discussions. Suggestions for improvement included having less of the discussion take place online and reducing the size of the class so students feel comfortable debating. Prospective students are advised that the course is primarily based on online discussions via Piazzas and that they will only get out of the course what they are willing to put into it.

**EN.660.406.01-02****Practical Ethics for Future Leaders – Special Topic****Debra Mathews**

Overall quality of the class: 3.81

**Summary:**

The best aspects of this course included interesting discussions and the opportunity to meet and collaborate with their classmates. Some students felt that it was difficult at times to coordinate group meetings and that the chosen topic was a little too well-known to students, which hindered the debate due to preconceived notions. Suggestions for improvement included providing more structured assignments and creating smaller groups so the meetings are more easily managed. Prospective students are advised that the groups will be randomly assigned from across all of the course sections and that there is a substantial amount of reading required.

**EN.660.406.04-06****Practical Ethics for Future Leaders – Special Topic****Israel Gannot**

Overall quality of the class: 3.94

**Summary:**

The best aspects of this course included the opportunity to meet students they wouldn't have otherwise met, the independence to set up their own meeting times, and the interesting topics discussed. Some students felt that it was often too difficult to coordinate meeting times due to prior commitments of the other members of their group. Suggestions for improvement included attempting to match students with similar schedules or letting students pick their own groups and providing more organized instruction. Prospective students are advised that the course is group-based and that they should keep up with the readings so they can participate constructively in the discussions.

**EN.660.406.07-08****Practical Ethics for Future Leaders – Special Topic****Feilim Macgabhann**

Overall quality of the class: 4.49

**Summary:**

The best aspects of this course included the opportunity to work in groups with students of varied backgrounds and perspectives. Some students felt that the chosen topic of discussion could have been more thought-provoking and that it was sometimes hard to get all of the group members to show up to the meetings. Suggestions for improvement included providing some means of accountability to encourage students to show up to the meetings and adding more cases. Prospective students are advised that the course is a great way to be introduced to ethics.

**EN.660.410.01****Computer Science Innovation and Entrepreneurship****Lawrence Aronhime**

Overall quality of the class: 4.67

**Summary:**

The best aspects of this course included the guest speakers, who brought insights from a variety of different fields, interesting class presentations, and engaging discussions. Some students felt that expectations and feedback on their assignments were at times unclear. Suggestions for improvement included providing more structure to the class, adding a time limit to the presentations, and providing a clearer grading rubric. Prospective students are advised that the course is a two-semester commitment and that it is highly recommended for computer science students with an interest in entrepreneurship.

**EN.660.414.01**  
**Financial Statement Analysis**  
**Annette Leps**

Overall quality of the class: 4.58

Summary:

The best aspects of this course included the practical applications of the material to the real world of business and finance and the approachable instructor. Some students felt that feedback and requirements on the assignments were at times unclear and that the lectures near the end of the semester were too dense and fast-paced. Suggestions for improvement included providing more guidance on homework assignments and providing additional background for the material taught at the end of the semester. Prospective students are advised to stay on top of the problem sets as they can be time-consuming and tricky.

**EN.660.453.01**  
**Social Media and Marketing**  
**David Mahoney**

Overall quality of the class: 4.79

Summary:

The best aspects of this course included the understanding and helpful instructor. Some students felt that the midterm was overly difficult. Suggestions for improvement included providing practice exams in preparation for the midterm. Prospective students should expect a collaborative and fun class atmosphere.

**EN.660.459.01**  
**Entrepreneurial Spirits**  
**Eric Rice**

Overall quality of the class: 5.00

Summary:

The best aspects of this course included the opportunity to meet the guest speakers, who shared their real-world experiences in a variety of industries, an engaging instructor, and relevant and interesting field trips. Some students felt that the grading wasn't timely or transparent enough. Suggestions for improvement included providing more feedback and timely grades on assignments. Prospective students are advised that there is no background knowledge necessary and that the course is highly recommended.

**EN.660.460.01**  
**Entrepreneurship**  
**Eric Rice**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the applicability of the material to real-world scenarios and useful feedback from an instructor who was clearly passionate about the material. Some students felt that the workload was too heavy and writing-based, and that the course schedule was disorganized. Suggestions for improvement included designating the course as writing-intensive or reducing the amount of writing assigned. Prospective students are advised that the course has a heavy workload and requires a considerable amount of writing.

**EN.660.606.01**  
**Business of Bioengineering Innovation & Design**  
**Alexander Cocron**

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the new perspectives on business thinking derived from the material, an engaging instructor who provided excellent feedback, and interesting lectures. Some students felt that there was a lack of clear expectations on their projects and that due dates could have been announced earlier. Suggestions for improvement included providing more project-specific feedback and providing more practical examples or case studies to the course. Prospective students should know that the content covered in the course will be valuable to their understanding of business.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
ENVIRONMENTAL HEALTH & 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 Environmental Engineering  
Hedy Alavi**

Overall quality of the class: 4.08

Summary:

The best aspects of the course included learning about the relevant technologies related to environmental engineering, having the course information readily available on Blackboard, and the passionate professor who seemed to care deeply about his students’ success. Some students felt that the amount of material covered in class was overwhelming, especially at the clipped pace of the professor’s lectures. Other students did not like the great deal of memorization required and the slow return of grades. Suggestions for improvement included more engaging lectures with class discussion, narrowing the amount of material covered, and presenting more real world applications. Prospective students should be aware that the course focuses more on the engineering aspects of the topic rather than the science aspects.

**EN.570.222.01  
Environment and Society  
Erica Schoenberger**

Overall quality of the class: 4.44

Summary:

The best aspects of the course included the fascinating topics surrounding the environment and society, the meaningful discussions facilitated by the knowledgeable and passionate professor, and the open-ended final project. Some students felt that the readings were not distributed evenly throughout the semester. Other students found the infrequent feedback and grades to be stressful. Suggestions for improvement included adding some small graded assignments, having students take turns being the

designated note-taker, and offering guidance on the grading criteria. Prospective students should have an interest in environmental issues and be prepared to participate in class discussions.

**EN.570.303.01**

**Environmental Engineering Principles and Applications**

**Carsten Prasse**

Overall quality of the class: 2.73

**Summary:**

The best aspects of the course included the way in which the professor applied the subject matter to real world applications and was completely open to the students' feedback about making the course more engaging. Many students felt that there was a disconnect between the problem sets covered in class and the exams. Moreover, the problem sets did not seem to match with the textbook, leaving students confused about what they should be studying. Suggestions for improvement included coordinating the lectures, homework, and exams so that students have a clearer sense of what to study, presenting lectures on PowerPoint and making them available on Blackboard for review, and creating a more even pace to the material presented. Prospective students should have an interest in wastewater treatment and should be aware that this course is new and its structure is still being worked out.

**EN.570.351.01**

**Introduction to Fluid Mechanics**

**Harihar Rajaram**

Overall quality of the class: 4.82

**Summary:**

The best aspects of the course included the engaging lectures where concepts and problems were addressed in a logical manner, the professor's infectious enthusiasm for the material, and the lecture notes and study guides that were uploaded frequently. The professor presented the material in a way that is easy to follow and the exams were straightforward. Students did not find any aspects of the course to be unpleasant. Suggestions for improvement included adding a lab component, doing a project about Bernoulli's equation, and having a TA with office hours. Prospective students should have some experience with Statistics, Dynamics, and Multivariable Calculus.

**EN.570.353.01/EN.570.653.01**

**Hydrology**

**Ciaran Harman**

Overall quality of the class: 2.38

**Summary:**

The best aspects of the course included the interactive labs in class, the interesting subject matter that illustrated the concepts well, and the knowledgeable professor who was available to answer homework questions. Many students found the arrangement of watching a recorded lecture and then having to

complete an exam on it to be a difficult way to learn. Other students were dismayed that grades were received so late in the semester that they did not have time to know what they should improve on. Suggestions for improvement included having one lecture class and one class for discussion/homework/lab activity each week, providing more opportunities for graded assignments, and returning grades in a timely manner. Prospective students should take this course if they have an interest in the field of environmental engineering.

**EN.570.403.01/EN.570.205.01/EN.570.603.01**

**Ecology**

**Grace Brush**

Overall quality of the class: 3.67

**Summary:**

The best aspects of the course included the engaging subject matter taught by a knowledgeable and helpful professor, having resources available on Blackboard, and the semester-long project of gathering field notes in a journal. Some students found that the lack of visual aids and class interaction during the lectures made it difficult to comprehend the material. Other students thought the length of the term paper to be excessive and the guidance was unclear. Suggestions for improvement included more interactive learning activities, some homework or other graded assignments, and more visual aids. Prospective students should have a background in Biology and be prepared to plan their term paper early.

**EN.570.406.01**

**Environmental History**

**Erica Schoenberger**

Overall quality of the class: 4.75

**Summary:**

The best aspects of the course included the opportunity to choose the final research topic, the fascinating reading assignments, and the thought-provoking discussions led by a knowledgeable and enthusiastic professor who created an environment where students wanted to participate. Some students felt that certain readings were overly long while other students thought that the lengthy, one-session-per-week made it difficult to remain engaged in the discussions. Suggestions for improvement included having more structure to the discussions so student would be more prepared to talk (i.e., have students arrive with questions about the text), offer shorter readings or break the readings out over more sessions, and provide more guidance regarding expectations for the written assignments. Prospective students should be prepared to read a great deal and discuss those readings in class.



**EN.570.419.01**  
**Environmental Engineering Design I**  
**Edward Bower**

Overall quality of the class: 4.25

Summary:

The best aspects of the course included the opportunity to learn how fundamental engineering skills are applied to real life situations, the stimulating lectures and discussions that prepared students for the final project, and the field trip to Fort Meade where students saw first-hand best management practices (BMPs) for stormwater. Some students felt that the guest speakers, while knowledgeable, could be a bit dry while other students would have liked more guidance on the final project. Since much of the material covered is in preparation for the BMP project next semester, some students suggested that they be allowed to start planning the project in this class so they can see how the information is applied in an actual situation. Other suggestions for improvement included more class discussions, covering more engineering concepts that would relate to the final project, and more hands-on activities. Prospective students should be aware that this course covers aspects of Environmental Engineering that are outside of design and construction (e.g., law, urban planning, etc.). Also, prospective students should take careful notes during lectures.

**EN.570.428.01**  
**Problems in Applied Economics Research**  
**Steve Hanke**

Overall quality of the class: 4.63

Summary:

The best aspects of the course included the ability for students to work at their own pace, the opportunity to do research on contemporary events, and working with other motivated students in a high level course. Some students felt that assignments were dispersed in an uneven fashion during the semester while other students thought that the professor provided unclear guidance regarding goals and objectives. Suggestions for improvement included more lectures, additional feedback from the professor on assignments, and more open communication between the research teams. Prospective students should be aware that the coursework is demanding with little margin for error so they should stay abreast of their work.

**EN.570.470.01**  
**Applied Econ & Finance**  
**Steve Hanke**

Overall quality of the class: 4.92

Summary:

The best aspects of the course included the ability for students to work independently, the rigorous academic environment with real world applications, and the opportunity to publish one's work at the end of the semester. Some students felt that the workload could be overwhelming at times while other

students would have liked more feedback from the professor. Suggestions for improvement included clearer understanding of the expectations for the course, additional feedback from the professor on assignments, and fewer reading assignments. Prospective students should have a strong background in Finance and be prepared to put a great deal of effort into the work.

**EN.570.610.01/EN.570.411.01**

**Engineering Microbiology**

**Edward Bouwer**

Overall quality of the class: 4.71

This class had 5 or fewer comments.

**EN.570.415.01/EN.570.615.01**

**Current Trends in Environmental Microbiology**

**Sarah Preheim**

Overall quality of the class: 4.88

This class had 5 or fewer comments.

**EN.570.643.01/EN.570.443.01**

**Aquatic and Biofluid Chemistry**

**Alan Stone**

Overall quality of the class: 4.35

Summary:

The best aspects of the course included the interesting subject matter and the engaging and enthusiastic professor who was effective at communicating complex material both in his lectures and one-on-one feedback. Some students thought that the homework assignments could be time consuming while other students would have liked to receive feedback on the assignments sooner. Suggestions for improvement included working through more problem sets in class, assigning shorter problem sets for homework, and clearer instruction on why the class is doing the problem set. Prospective students should be aware that this is an intellectually challenging chemistry course with complex problem sets. They should take full advantage of the professor's feedback and guidance.

**EN.570.644.01****Physical and Chemical Processes****William Weiss**

Overall quality of the class: 4.42

**Summary:**

The best aspects of the course included the interesting subject matter and the knowledgeable and approachable professor who had well-prepared and clear lectures. Some students felt that there was insufficient variety in the teaching techniques (videos, animations, etc.) to keep the three-hour lecture engaging. Other students would have liked more homework assignments to gauge progress. Suggestions for improvement included more visual aids during the lectures, more frequent homework assignments to assess student comprehension, and having a TA with office hours to ask questions. Prospective students should have a strong background in Chemistry and an interest in water treatment.

**EN.570.690.01/EN.570.490.01****Solid Waste Engineering and Management****Hedy Alavi**

Overall quality of the class: 4.73

**Summary:**

The best aspects of the course included the well-organized and relevant material, the guest speakers, and the understanding and humorous professor. Despite the expansive breadth of information covered, the professor attempted to relate the material to the students' interests. Some students felt that the three-hour class sessions were too long to remain engaged while other students felt that there was too much information on the exams to memorize. Suggestions for improvement included adding more interactive elements to the lectures like videos and field trips, splitting the class into two shorter sessions per week, and offering the class information online afterward. Prospective students should know that, while the course material is complex, the professor is understanding and will help you with problems and questions.

**EN.570.695.01/EN.570.305.01****Environmental Health and Engineering Systems Design****Joseph Ellis**

Overall quality of the class: 4.47

**Summary:**

The best aspects of the course included the clear and effective manner in which the professor presented his lectures, the homework assignments which were relevant to the lectures and exams, and the useful information that was provided on Blackboard. Some students felt that the approach to the lectures was not current and did not illustrate the latest methods. Other students thought that there was not enough explanation of Excel/Solver. Suggestions for improvement included spending more time formulating problems on Excel, offering a more interactive lecture style, and having a section with a TA so students can ask questions and have discussions. Prospective students should have some background in Statistics and Linear Algebra and they should be prepared to do a great deal of work outside the classroom.

**EN.570.697.01/EN.570.497.01**  
**Risk and Decision Analysis**  
**Benjamin Hobbs**

Overall quality of the class: 4.43

Summary:

The best aspects of the course included the interesting homework assignments, the effective lectures that offered real world applications, and the independent research project. Some students felt that the course covered too much material and the workload became particularly heavy in the final weeks. Other students thought that the professor was simply too busy to provide feedback and assistance.

Suggestions for improvement included providing a once-per-week TA session, offering more practice problems, and restructuring the course so that there isn't so much work due at the end of the course. Prospective students should have a background in Statistics and be prepared to stay on top of the coursework as it builds during the second half of the semester.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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?**

**Deniz Ayhan Moen**

Overall quality of the class: 3.00

Summary:

The best aspects of this course were the field trips, group activities and a paper that lets students research a topic of interest. Some students said the lectures could have been more interesting and that the course didn't provide enough information to help them decide what field of engineering to pursue. Suggested improvements were to add more guest lecturers who could discuss different fields of engineering. Prospective students should know that this course will teach basic engineering principles.

**EN.500.103.01**

**Hopkins Engineering Sampler Seminar**

**Michael Karweit**

Overall quality of the class: 3.28

Summary:

The best aspect of this course was that students were required to attend activities and interview engineers to find out about potential fields of study and careers. Some students said it was difficult to set up interviews, the course lacked structure, and they didn't learn as much as they had hoped about choosing a major. Suggested improvements were to have speakers come to class and talk about different engineering fields, or to provide a list of professors who would be willing to be interviewed. Prospective students should know this course can help them get an idea what the different fields of engineering are all about.

**EN.500.111.03****Hopkins Engineering Applications & Research Tutorials  
Amy Dagro**

Overall quality of the class: 4.33

**Summary:**

The best aspects of this course were the field trips and laboratory visits, and a stress-free and grade-free environment that made academic exploration fun. Some students said the classes devoted to lectures were not particularly stimulating. Suggested improvements were to make the lectures more interactive and to invite guest speakers. Prospective students should know that this course offers a good introduction to brain injury research and would be appropriate for potential neuroscience majors.

**EN.500.111.04; .28****Hopkins Engineering Applications & Research Tutorials  
Sarvenaz Sarabipour**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course were being exposed to different aspects of research and seeing real-world applications of coursework. Some students said there was a lot of lecturing, but not much time for discussion. Suggested improvements were to teach at a slower pace to allow students to grasp the material and to allow more time for discussion. Prospective students should be know the course is content heavy, requires substantial reading and reveals many research opportunities at Hopkins. A background in vasculature terminology is helpful.

**EN.500.111.05; .15****Hopkins Engineering Applications & Research Tutorials  
Joshua Porterfield**

Overall quality of the class: 4.45

**Summary:**

The best aspects of this course were learning how to read and analyze scientific papers and gaining insight into the world of nanotechnology. Some students felt there should have been a hands-on component and that an overview of nanotechnology would have been helpful. Suggested improvements were to do more interactive work in class and to provide students with a foundation in nanotechnology. Prospective students should know this is a class that can introduce them to recent nanomedicine research and its applications.

**EN.500.111.06****Hopkins Engineering Applications & Research Tutorials  
Chloe Audigier**

Overall quality of the class: 3.50

**Summary:**

The best aspects of this course were examining different medical imaging techniques and the physics, computer science and math behind those techniques; and having the opportunity to focus on the material rather than assignments and grades. Some students felt the lectures were hard to understand because the material was complex. Suggested improvements were reducing the complexity of the material to make it understandable to more students; providing a better explanation of mathematical concepts; and having more activities and projects to help students retain the material. Prospective students should know this is a course that is heavy on math concepts and a background in coding, math, calculus and physics is recommended. Students should be prepared to do a presentation at the end of the semester and should consider reading up on magnetic resonance imaging and ultrasound imaging before taking the class.

**EN.500.111.07****Hopkins Engineering Applications & Research Tutorials  
Ashley Farris**

Overall quality of the class: 3.55

**Summary:**

The best aspects of this course were learning MATLAB skills and real-world applications of the programming language. Some students felt the instructor went over the material too quickly. A suggested improvement was to teach more data analysis. Prospective students should be prepared to complete two homework assignments per week plus a final project, and to program a lot using MATLAB. The course is a good introduction to MATLAB, some background in statistics could be helpful.

**EN.500.111.08****Hopkins Engineering Applications & Research Tutorials  
Kevin Liaw**

Overall quality of the class: 3.89

**Summary:**

The best aspect of this course was reading and discussing scientific papers on recent developments in nanotechnology. Some students felt class participation was lacking. A suggested improvement was to better explain the scientific jargon in the papers. Prospective students should be prepared to read and discuss one paper per week and take part in one group presentation.

**EN.500.111.09; .35**  
**Hopkins Engineering Applications & Research Tutorials**  
**Panagiotis Mistriotis**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**EN.500.111.10**  
**Hopkins Engineering Applications & Research Tutorials**  
**Rebecca Knowles**

Overall quality of the class: 4.0

This class had 5 or fewer comments.

**EN.500.111.11; .23**  
**Hopkins Engineering Applications & Research Tutorials**  
**Mikhail Osanov**

Overall quality of the class: 4.71

Summary:

The best aspects of this course were learning about 3-D printing and its applications in the real world, being able to design a model and print it, and the instructor's enthusiasm for the subject. Suggested improvements were to incorporate more hands-on activities involving 3-D printing, better class discussions, and adding assignments. Prospective students should know the class offers a look at the history and modern uses of 3-D printing, gives students a chance to print, and involves lectures and classroom activities.

**EN.500.111.12; .20**  
**Hopkins Engineering Applications & Research Tutorials**  
**Evangelia Spyrou**

Overall quality of the class: 3.75

Summary:

The best aspects of this course were the field trips and being able to study the economics and policy considerations behind the shift to renewable energy sources. Some students felt the lectures could be hard to follow. Suggested improvements were to add discussions and assignments to help students better understand the subject matter, and to provide written instructions for Excel projects. Prospective students should know there is a focus on Excel and optimization equations.



**EN.500.111.13; .21****Hopkins Engineering Applications & Research Tutorials****Eric Sakowski**

Overall quality of the class: 4.68

**Summary:**

The best aspects of this course were the small, seminar-like setting, the engaging and informative lectures on the use of microbes for innovation and problem-solving, and the classroom activities. Some students felt the content was bland and that there could have been more discussion and less lecturing. Suggested improvements were more discussion in class and more field trips to research lab. Prospective students should be prepared to do a presentation at the end of the course. No special background is necessary.

**EN.500.111.14****Hopkins Engineering Applications & Research Tutorials****Michael Paul**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

**EN.500.111.16****Hopkins Engineering Applications & Research Tutorials****Chloe Audigier**

Overall quality of the class: 3.80

**Summary:**

The best aspects of this course were that the lectures provided an understanding of the underlying mechanisms of medical imaging techniques; the lab tour added to this understanding; and the instructor was able to use simple language to explain complex terms. Some students felt the course relied too much on lectures, with little student participation required. Suggested improvements were more classroom activities, reading and coding to give students a chance to apply the material they learned. Prospective students should know the class consists mostly of PowerPoint lectures, there is no homework except for the final project, and that the course provides a good overview of medical imaging and the math behind it.

**EN.500.111.22; .31****Hopkins Engineering Applications & Research Tutorials****Elmer Zapata Mercado**

Overall quality of the class: 4.52

**Summary:**

The best aspects of this course were the instructor's enthusiasm and his ability to explain complex processes in biophysics, being able to interact with the instructor on a personal level without having to worry about homework or exams. Some students felt the subject matter was particularly difficult for those without a background in organic chemistry or physics. A suggested improvement was for the instructor to go slower and to explain basic fundamentals before diving into complex topics. Prospective students should have some background in chemistry, biology and physics.

**EN.500.111.26****Hopkins Engineering Applications & Research Tutorials****Gabriel Kaptchuk**

Overall quality of the class: 4.69

**Summary:**

The best aspects of the course were the instructor's enthusiasm for the subject of cybersecurity, the lectures, group discussions and demonstrations, the instructor's ability to explain complex ideas in ways that non-computer science people can understand. Some students felt that some of the readings were long and dense and that there could have been more hands-on activities. A suggested improvement was to include more classroom discussions. Prospective students should be prepared to do the readings before class. No background in code or computer science is needed; this is a good introduction for someone who is beginning to explore computer science.

**EN.500.111.27****Hopkins Engineering Applications & Research Tutorials****Ashley Farris**

Overall quality of the class: 4.13

**Summary:**

The best aspect of this course was learning MATLAB features and being able to do a MATLAB project at the end of the course. One student felt assignments and due dates could have been better communicated. A suggested improvement was to provide opportunities to explore MATLAB concepts besides the ones discussed in class. Prospective students should know that no MATLAB knowledge is required.

**EN.500.111.29****Hopkins Engineering Applications & Research Tutorials****Amy Dagro**

Overall quality of the class: 4.08

**Summary:**

The best aspects of this course were the laboratory visits, the low-stress environment, and the light workload, which allowed students to focus on the material at hand. Some students felt the lectures were long and not always engaging. A suggested improvement was to assign some homework to reinforce the material presented in class. Prospective students should know that few demands will be placed on them and that how much they learn will depend on how motivated they are.

**EN.500.111.30****Hopkins Engineering Applications & Research Tutorials****Charlotte Darby**

Overall quality of the class: 4.17

**Summary:**

The best aspect of this course was that it provided a good overview of the theory of computation and complexity. Some students felt the complexity of the subject and some of the readings made it hard to keep up. A suggested improvement was to explain the basics of programming before going any further. Prospective students should know there is a presentation at the end of the year and that coding knowledge is helpful.

**EN.500.111.32****Hopkins Engineering Applications & Research Tutorials****Galip Ozan Erol**

Overall quality of the class: 4.75

**Summary:**

The best aspects of this course were the lectures and the visits to research labs, where students saw how engineering principles could be applied to the design of medical devices. Also, the hands-on activities in class, including the mock joint replacement surgery. A suggested improvement was even more hands-on activities. Prospective students should know this is a relaxed and intellectually stimulating class that examines how engineering can help solve medical issues.

**EN.500.111.34****Hopkins Engineering Applications & Research Tutorials  
Shannon Wongvibulsin**

Overall quality of the class: 4.44

**Summary:**

The best aspect of this course was that it presented a valuable introduction to machine learning techniques and how they are used in R, a programming language and software environment for statistical computing. Some students felt the course moved too fast and that fundamental syntax and programming basics for R were not taught well before the class started using machine learning algorithms. Suggested improvements were reviewing R syntax more thoroughly, getting more hands-on code practice, and focusing on fewer machine learning methods. Prospective students should know that this is a good introduction to the R language and they will be able to keep up with the R programming exercises if they have programmed in some language before.

**EN.500.111.36****Hopkins Engineering Applications & Research Tutorials  
Kevin Liaw**

Overall quality of the class: 4.56

**Summary:**

The best aspect of this course was evaluating medical journals and scientific articles to gain insight into how to write a research paper and to understand nanotechnology and neuroregeneration. Some students felt the research papers were hard to understand and could have used an introduction and some background from the instructor. A suggested improvement was to give students a role in choosing the articles to be reviewed. Prospective students should be prepared to complete the reading assignments in order to participate in class and understand the discussion, and they should know that this course will enable students to better evaluate research papers, the process by which medical devices are tested and how nanotechnology is being used to advance treatment options for a variety of conditions.

**EN.500.111.37****Hopkins Engineering Applications & Research Tutorials  
Gabriel Kaptchuk**

Overall quality of the class: 4.70

**Summary:**

The best aspects of this course were the balance between theory and practical applications; the overview provided of cryptology and cybersecurity; classroom discussions that explored the moral implications and other issues associated with encryption; and the in-class demonstrations, especially on hacking. Some students felt the technical aspects of the course could be hard to understand. Suggested improvements were to hold the class earlier in the day (the class was held in the evening) and to include

more demonstrations. Prospective students should be prepared to do the readings in order to get the most out of the class.

**EN.500.111.38**

**Hopkins Engineering Applications & Research Tutorials**

**Srujan Singh**

Overall quality of the class: 4.44

Summary:

The best aspects of this course were the lectures and getting the opportunity to learn about tissue engineering. Some students felt there were not enough interactive activities. Suggested improvements were to incorporate more hands-on learning and to provide a list of outside readings for those who would like to learn more. Prospective students should know that no specific background is needed for this course.

**EN.500.111.40**

**Hopkins Engineering Applications & Research Tutorials**

**Seungjoon Lee**

Overall quality of the class: 3.60

Summary:

The best aspect of this course was that it provides an interesting introduction to machine learning. Some students said the math was a little too advanced and that it wasn't possible to examine the material in any real depth. Suggested improvements were to have more student interaction and to allow students to do some programming. Prospective students should know this course provides a survey of machine learning and that no specific background is required.

**EN.500.111.41-42**

**Hopkins Engineering Applications & Research Tutorials**

**Sahas Eswarappa Prameela**

Overall quality of the class: 4.23

Summary:

The best aspects of this course were the class presentations, the tours of microscope labs, and the chance to view microscopy images and techniques. Some students felt the material was too difficult for students with no background in material science and microscopy, and the course sometimes jumped from topic to topic too quickly. Suggested improvements were to spend more time on fundamental concepts, and to organize more hands-on activities and describe real-world applications of microscopy. Prospective students should know that this course can provide a better understanding of how microscopes are used. No specific background is required.

**EN.500.112.01; .02****Gateway Computing: JAVA****Mohammad Darvish Darab**

Overall quality of the class: 2.78

**Summary:**

The best aspects of this course were the projects, which allowed students to apply the concepts learned in class; learning enough Java to complete a simple task; the online textbook is helpful in learning concepts and studying for lab assessments. Some students felt that there should be some lectures to explain difficult concepts; that the course forced them to spend a lot of time outside the classroom teaching themselves how to use Java and completing assignments such as quizzes, textbook readings, and projects; that students, especially those with no coding experience, could not keep up with the pace of the class and became confused; that there was little help available for many of the assignments. Suggested improvements were to do lab assessments during class; post classwork solutions; provide more assistance outside of office hours; spend more time teaching and give quizzes during class. Prospective students should know the class moves at a fast pace and uses a flipped classroom approach; without coding experience this class will require a big time commitment; much of the work for this course is done outside the classroom.

**EN.500.112.03-04; .07-08****Gateway Computing: JAVA****Ivan Sekyonda**

Overall quality of the class: 3.11

**Summary:**

The best aspects of this course were the online textbook and video lectures, the projects and classwork, learning Java, and the helpful teaching assistants. Some students felt that the flipped classroom (lectures before class, class time spent working on coding assignments) was not effective, especially for students with no coding experience; assessments should be done during class time; and that many of the classroom activities were not helpful. Suggested improvements were to make sure students understood assignments before going on to new ones; discuss textbook lessons in class; abandon the flipped classroom approach; provide students with the correct answers to the quizzes, not just their scores. Prospective students should expect to teach themselves a lot of the material. Some experience with coding could be helpful.

**EN.500.112.05-06****Gateway Computing: JAVA****Joanne Selinski**

Overall quality of the class: 3.22

**Summary:**

The best aspects of this course were projects that allowed students to explore different solutions to complex problems; the help provided by the instructor and teaching assistants during class; and the

online videos and textbook. Some students felt it was unfair to have them take assessments outside of class time and that the flipped classroom style of teaching was ineffective as the activities done during class sometimes are not helpful and much of the learning must be done at home. Suggested improvements were to make classwork more meaningful; do assessments during class; allow students to take quizzes in class; switch back to a classroom lecture format to make it easier to understand the material. Prospective students should have some coding experience and be prepared to do a lot of self-teaching.

### **EN.500.601.01**

#### **Research Laboratory Safety**

**Daniel Kuespert**

Overall quality of the class: 3.42

#### Summary:

The best aspects of this course were the group discussions; that it makes students think about the potential hazards and risks in laboratory work and gave them tools to identify and mitigate unsafe practices; and that the lessons learned from the online modules and class were related to students' research experiments and set guidelines for safe practices. Some students felt that the 7 a.m. starting time was unreasonable; that the group work was not useful because individual contributions are not evaluated and as a result, some students choose not to participate; and much of what is covered in lectures is also covered in reading students must do before the start of the course. Suggested improvements were to change the starting time, break the class into sections, and offer the class online. Prospective students should be prepared to do group work and should complete the online assignments ahead of the due date as they take a while to complete.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
INFORMATIONAL SECURITY 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.650.601.01  
Introduction to Information Security  
Xiangyang Li**

Overall quality of the class: 3.60

This class had 5 or fewer comments.

**EN.650.614.01  
Rights In Digital Age  
Michael Jacobs**

Overall quality of the class: 4.29

Summary:

The best aspects of the course included the interesting material concerning copyright patents and cyber case law and the clear, concise lectures presented by a passionate professor. Since most of the course was conducted remotely, technical problems with the video calling interfered with the learning process. Suggestions for improvement included using a classroom with a better network connection and incorporating other aspects of digital rights into the coursework. Prospective students should be aware that the course deals primarily with copyright law and intellectual property protections. Also prospective students should be comfortable with classes taught via video calling.



**EN.650.621.01**  
**Critical Infrastructure Protection**  
**Lanier Watkins**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**EN.650.655.01**  
**Implementing Effective Information Security Projects**  
**Michael Kociemba**

Overall quality of the class: 3.70

Summary:

The best aspects of the course included the rich and informative course material, the engaging professor who tied his real world experiences into the lectures, and the clear syllabus that did not vary during the semester. Some students felt that there was not enough time to complete the mid-term while other students thought that there was insufficient feedback on the essays. Suggestions for improvement included having two sessions per week, covering market implementations as well as government implementations, and having a TA to provide more feedback and assistance with the writing assignments. Prospective students would benefit from a background in information security and should begin working on their writing assignments as soon as possible.

**EN.650.656.01**  
**Computer Forensics**  
**Timothy Leschke**

Overall quality of the class: 4.15

Summary:

The best aspects of the course included the clear syllabus, the lab work that was relevant to the course material, and the engaging lectures. The knowledgeable and experienced professor would share useful real world anecdotes about forensic work. Some students felt that the course did not use the latest technology while other students were dismayed that the lab equipment was not always in proper working order. Suggestions for improvement included using more up-to-date technology, move to open-source personal software, and invite guest speakers to the class who have experience in areas other than those of the professor. Prospective students would benefit from some basic CS skills and should keep up with the weekly assignments.

**EN.650.658.01****Introduction to Cryptography****Xiangyang Li**

Overall quality of the class: 4.08

**Summary:**

The best aspects of the course included the interesting range of topics covered in the course, the knowledgeable and accessible professor who cared about every student's progress, and the homework that tied in directly with the lectures and exams. Some students felt that the coursework was too theoretical and not rooted enough in practical applications. Other students thought that the grading system for homework assignments and exams was unclear. Suggestions for improvement included a syllabus that lists the topics and assigned reading for each class, clearer guidance on the grading system for the homework assignments and exams, and more case studies showing how the theories presented are applied in the real world. Prospective students would benefit from a background in Cryptography and mathematics and be prepared to provide clear and precise information in your homework assignments and exams.

**EN.650.660.01****Software Vulnerability Analysis****Reuben Johnston**

Overall quality of the class: 4.00

**Summary:**

The best aspects of the course included the practical, hands-on lab work, the group homework assignments, and the engaging and thoughtful professor who tied the coursework into today's market environment. Some students felt that the lectures could be a bit dry and lacked class participation. Other students lamented the lack of a TA to provide guidance and feedback on assignments. Suggestions for improvement included hiring a TA to help with assignments, conducting more lively lectures with more class interaction, and providing clearer instructions for the labs. Offering a list of open source applications was another suggestion for improvement. Prospective students would benefit from knowing a computer programming language like C and should be prepared to do a good deal of self-directed study outside the classroom.

**EN.650.663.01****Cloud Computing Security****Christopher Monson**

Overall quality of the class: 4.64

This class had 5 or fewer comments.

**EN.650.672.01**  
**Security Analytics**  
**Lei Ding**

Overall quality of the class: 4.0

This class had 5 or fewer comments.

**EN.650.681.01**  
**Global Cybersecurity Trends and Practices**  
**Terry Thompson**

Overall quality of the class: 4.97

Summary:

The best aspects of the course included the interesting array of topics covered, the relevant, up-to-date information provided, and the engaging lectures presented by a knowledgeable professor with experience in the field. Some students who had not studied cybersecurity before found certain topics difficult to grasp while other students felt that the wide range of topics covered allowed little time for in-depth analysis. Suggestions for improvement included having more small-scale group assignments so topics could be researched with more depth and exploring topics like current attack methods, cognitive hacking, and FakeApp. Prospective students should have some knowledge of global cybersecurity and be prepared to keep abreast of the reading assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
MATERIALS 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.510.106.01  
Foundations of Materials Science & Engineering  
En Ma**

Overall quality of the class: 2.78

Summary:

The best aspects of the course included the fascinating material, the guest speakers who spoke about their research, and the availability of lecture PowerPoint slides online. Some students felt that the lectures were rather dry and the professor sometimes struggled to make concepts clear. Other students thought that the material was not evenly presented throughout the course and that the homework had little to do with the lectures and exams. Suggestions for improvement included lectures that offered more student engagement, exams that did not rely so heavily on true-or-false questions, and more in-class practice exercises. Prospective students would benefit from a background in Chemistry and should be prepared to do a great deal of studying outside of class using the resources available online.

**EN.510.135.01/EN.510.235.01/EN.510.335.01  
MSE Design Team I  
Orla Wilson**

Overall quality of the class: 4.57

Summary:

The experience of working in a design team with hands-on learning was the best aspect of the course. Students worked as a group in the lab to develop a scientific device. Some students felt that coordinating meeting times with up to 6 people could be challenging while other students found that waiting for materials to arrive so research could proceed was nettlesome. Suggestions for improvement included working with students from other departments who would be more familiar with certain aspects of the research and having better access to equipment and reagents for lab work. As the course

is largely based on group work, prospective students should be prepared to commit a great deal of time to doing research and intensive lab work.

**EN.510.311.01**

**Structure of Materials**

**Anthony Shoji Hall**

Overall quality of the class: 3.75

Summary:

The best aspects of the course included the fascinating material, working on computational modules on VESTA, and having a professor and TA who were willing to follow-up after class in answering questions. Some students felt that the course moved too slowly in the beginning and accelerated too quickly once the more complicated concepts were introduced. Other students thought that the textbook was not helpful and the PowerPoint slides did not provide much enlightenment. Suggestions for improvement included creating a more balanced pace so the more difficult concepts at the end of the class are more clearly addressed, offering more problem sets to gauge comprehension, and working through problem sets in class to reinforce comprehension. Prospective students would benefit from a background in crystallography and should be adept at spatial drawing or 3D imaging.

**EN.510.313.01**

**Mechanical Properties of Materials**

**Todd Hufnagel**

Overall quality of the class: 4.38

Summary:

The best aspects of the course included the enlightening lectures, the interesting topics which were tied in with real world applications, and the approachable professor who was willing to answer questions. Some students felt that the homework assignments were overly long and did not relate well to the lectures. Other students found the TA to be unfamiliar with the material and provided incorrect information. Suggestions for improvement included using a less advanced textbook, offering more frequent but shorter problem sets, and having a TA that was more familiar with the material. Prospective students should be prepared to commit a great deal of effort into solving the problem sets and make good use of the professor's office hours.

**EN.510.315.01**

**Physical Chemistry of Materials II**

**Timothy Mueller**

Overall quality of the class: 4.6

Summary:

The best aspects of the course included the fascinating lectures with animated slides to further illustrate the concepts, the interesting material covered, and the engaging professor who was willing to make

adjustments to the review sessions and his office hours to accommodate the students' needs. Some students felt that the exams were more difficult than the lectures would have implied while other students would have liked more annotation to the lecture slides. Suggestions for improvement included more information provided on the lecture slides, working through practice problems during the lecture, and providing more real world examples of the concepts presented in class. Prospective students should be prepared to study and memorize a great deal of material as the exams can be quite challenging.

#### **EN.510.403.01**

##### **Materials Characterization**

**Patricia McGuiggan**

Overall quality of the class: 4.48

##### Summary:

The best aspects of the course included the wide range of topics covered, the opportunity to visit labs on campus and see how different machines worked, and the interesting and inspiring final project. Some students felt that the midterm exam was more difficult than they had been led to believe from the class work. Other students thought that writing a final paper and working on a presentation at the same time was redundant. Suggestions for improvement included providing more study materials and more detailed slides as preparation for the midterm, covering less material but in greater depth during the lectures, and offering more guidance on the final project. Prospective students should be prepared to maintain deadlines and plan work out accordingly as there are many homework assignments in the beginning of the semester and a major final project in the second half.

#### **EN.510.405.01**

##### **Materials Science of Energy Technologies**

**Jonah Erlebacher**

Overall quality of the class: 4.85

##### Summary:

The best aspects of the course included the interesting lectures, the fascinating student presentations that focused on current energy topics, and the engaging class discussions about the global environment. Some students would have liked to go into more depth with some of the subjects while other students felt that the second half of the course was heavily weighted with presentations and finals. Suggestions for improvement included replacing one of the presentations with a quiz or group project, maintaining a better pace throughout the course so that all material is covered, and starting the second round of presentations sooner. Prospective students would benefit from a background in Thermodynamics and should be aware that the course has a seminar style with class presentations.

**EN.510.426.01/EN.510.621.01****Biomolecular Materials I - Soluble Proteins and Amphiphiles****Kalina Hristova**

Overall quality of the class: 4.75

## Summary:

The best aspects of the course included the interesting material that had practical applications, lectures that encouraged students to think critically and design experiments, and the engaging professor who taught complex concepts in a straightforward manner. Some students found that the professor's habit of going back and reviewing PowerPoint slides which were previously discussed caused some confusion when studying notes. Other students thought the presentations were quite challenging. Suggestions for improvement included having in-class discussions of homework assignments, providing brief summaries after each student presentation, placing less emphasis on presentations, and using more of the lecture material in the quizzes. Prospective students should begin their reading assignments early and take careful notes in the lectures.

**EN.510.428.01****Material Science Laboratory I****Orla Wilson**

Overall quality of the class: 4.1

## Summary:

The best aspects of the course included the hands-on experience gained from the lab experiments, the interesting course material, and the engaging lectures presented by a knowledgeable professor who provided helpful feedback. Many students were dismayed by the frequent breakdowns of the machines in the lab, causing experiments to get pushed back into the time needed for reports. Other students felt that the rubric for writing lab reports was unclear. Suggestions for improvement included offering clearer guidelines for writing lab reports, presenting organized data on Blackboard, and updating the equipment in the lab so less time is wasted on breakdowns. Prospective students should be aware that this course builds on the concepts from the prerequisites and a good deal of independent work is required. Lab reports, in particular, should be started as soon as possible.

**EN.510.433.01/EN.540.438.01/EN.510.445.01/EN.510.447****Senior Design Research****Orla Wilson**

Overall quality of the class: 4.53

## Summary:

The best aspects of the course included the interesting lectures presented by the inspiring professor who regularly tied the material into real world applications, the hands-on experience of lab work, and the freedom to develop an independent research project. Many students felt that the number of hours required for departmental seminars took away from time they could have devoted to other coursework. Other students thought that there was little guidance provided for assignments. Suggestions for

improvement included reducing the number of hours required for departmental seminars, offering more individual meetings for feedback, and spending more time on how to write white papers and proposals as this is key for research. Prospective students should understand that this course is an opportunity to apply all that one has learned to that point so be prepared to do a great deal of independent research and attend numerous seminars.

**EN.510.442.01**

**Nanomaterials Lab**

**Patricia McGuiggan**

Overall quality of the class: 4.5

Summary:

The best aspect of the course was the exploratory experiments that provided experience in material science and tangible applications of nano-related topics. The helpful professor and TA were always available to help with labs and answer questions. Some students felt that there was unclear guidance regarding lab reports while other students thought that feedback on written reports was slow in coming. Suggestions for improvement included greater structure to labs and more guidance on assignments. This course should be particularly beneficial to graduate students.

**EN.510.601.01**

**Structure of Materials**

**Mingwei Chen**

Overall quality of the class: 2.86

Summary:

The best aspects of the course included the wide range of topics covered, the detailed lecture slides that allowed for easy review, and the clear guidance on assignments provided by the professor. The professor is devoted to the material and provides a strong foundation for understanding Materials Science. Some students felt that the lectures were dry and offered few opportunities for class participation while other students thought that information was covered too quickly and the textbook was not sufficient for providing clarity on the material missed. Suggestions for improvement included more student interaction like practice problems during class, creating a better structure for lectures where the material builds on itself in a logical fashion, and providing additional outside resources for greater comprehension. Prospective students should have a strong background in Materials Science and be prepared to do a great deal of studying outside of class.



**EN.510.602.01****Thermodynamics of Materials****Peter Searson**

Overall quality of the class: 3.82

**Summary:**

The best aspects of the course included the straight-forward lectures presented by the knowledgeable professor, the detailed lecture slides that provided ample information for later review, and the group sessions that helped to engage the students with the material presented. The course also featured self-guided homework and take-home exams which challenged individual learning. Some students felt that the homework assignments and take-home exams were quite lengthy and did not relate to what was presented in the lectures. Other students found the lectures dry and failed to make the difficult subject matter engaging. Suggestions for improvement included having practice problems in class so there would be more interaction and immediate feedback, establishing a slower pace to the coursework so students have more time to rationally think about thermodynamic processes, and greater emphasis on statistical thermodynamics, partial molar quantities, and phase diagrams. Prospective students should have a familiarity with plotting software like Matlab or Origin and be prepared to do a good deal of independent research.

**EN.510.407.01/EN.510.607.01****Biomaterials II: Host response and biomaterials applications****Luo Gu**

Overall quality of the class: 4.61

**Summary:**

The best aspects of the course included the up-to-date information provided about biomaterials, the engaging lectures presented by a knowledgeable and passionate professor, and the guest speakers who offered a wider exposure to the subject matter. Many students thought that the information covered in the exams was not reflective of the material emphasized in the lectures, homework, or review sessions with the TA. Some students felt that the course required a great deal of memorization as the lectures moved quickly and were not recorded for later review. Suggestions for improvement included correlating the lectures and homework to match the exams, providing recorded lectures and resource material on Blackboard, and offering practice problems in class. Prospective students would benefit from a background in Materials Science, Biochemistry, and Cell Biology. They should also be prepared to study the textbook and outside resources as the exams do not entirely reflect the material covered in the lectures and homework.

**EN.510.416.01/EN.510.616.01**  
**Physical Behavior of Metamaterials**  
**James Spicer**

Overall quality of the class: 4.0

This course had 5 or fewer comments.

**EN.510.443.01/EN.510.643.01**  
**Chemistry and Physics of Polymers**  
**Howard Katz**

Overall quality of the class: 4.28

Summary:

The best aspect of the course was the professor's ability to draw students into the lectures and inspire them by covering up-to-date information from the perspective of the scientists conducting polymer science research today. Students also appreciated the freedom to explore the aspects of polymer science that most interested them and create a final presentation. Some students felt that the course was overly ambitious in its scope and the handouts could be a little dense while other students were unclear of their progress due to the lack of graded assignments. Suggestions for improvement included offering more problem sets to gauge understanding of the material, spend less time relating the material to Organic Chemistry, and allow more time to work on the final presentations along with allotting more time for the presentations themselves. Prospective students should have a background in Materials Science and Organic Chemistry and be prepared to develop a final presentation.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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.530.111.01  
Intro to MechE Design and CAD  
Steven Marra**

Overall quality of the class: 4.25

Summary:

The best aspects of this course were that the professor presents information that mechanical engineers will use in the workplace, students get design project experience and do hands-on projects in the lab, students can become proficient in CAD and improve their drawing skills, and that homework assignments teach useful knowledge. Some students felt the amount of homework was excessive and included too much hand drawing. Suggested improvements were to spend more time on CAD work, less drawing homework, and use quizzes in place of two large exams so that students can learn things gradually. Prospective students should be prepared for a heavy workload and time commitment, to do a lot of drawing, and to pay attention in class and ask questions.

**EN.530.115.01-05  
MechE Freshman Lab I  
Steven Marra**

Overall quality of the class: 4.43

Summary:

The best aspects of this course were taking information from the lectures and using it to solve problems, learning about the design process and working in teams through the design project, using the dissections to analyze mechanical systems, and the fact that no work was required outside the lab. Some students felt the CAD sessions were overly long and not particularly engaging. Suggested improvements were to have more hands-on building and taking-apart projects, to spend more time focusing on CAD and to set aside more time for the design project. Prospective students should download Solidworks and practice using it, know that the course is directly linked to MechE Design and

CAD and that they will get the most out of the lab if they take their time and do it right. Background in physics and material properties may be helpful.

**EN.530.123.01**

**Introduction to Mechanics I**

**John Thomas**

Overall quality of the class: 4.16

Summary:

The best aspects of this course were the professor's fresh and exciting approach to the material, lectures that explain how what students learn can be applied in the real world, and explanations that show how to derive and understand equations, not just how to use them. Some students felt there was a disconnect between lectures, homework and tests, and that lectures would sometimes veer into discussions of theoretical and advanced physics concepts that hadn't been covered previously. Suggested improvements were to spend more time in class on practice problems, keep lectures more focused, and promote more interaction among students. Prospective students should know they will learn a lot about mechanics and other aspects of engineering and that a basic understanding of calculus and physics is helpful.

**EN.530.231.01**

**Mechanical Engineering Thermodynamics**

**Joseph Katz**

Overall quality of the class: 4.18

Summary:

The best aspects of this course were the professor's expertise in the field, lectures that teach students how to think about solving problems and provide them with the tools to work through complicated homework problems, the practical application of concepts to industries such as power generation and aviation, and the professor's ability to explain theoretical and complicated thermodynamic concepts in understandable terms. Some students felt this was a fast-paced and very difficult course. Suggested improvements were to have homework count for more of the grade, the final less and make it a 4 credit course since it meets four hours per week because of the problem-solving session. Prospective students should be prepared to work hard, not fall behind, do a lot of practice problems, and know that the final is worth 50 percent of the grade.

**EN.530.232.01**  
**Mechanical Engineering Thermodynamics Laboratory**  
**Steven Marra**

Overall quality of the class: 3.78

Summary:

The best aspects of this course were that the experiments tie directly to the material in thermodynamics, the opportunity to learn about technical writing and how to construct a professional lab report, the professor's enthusiasm, and the labs taught key concepts about how thermodynamics works. Some students felt the workload seemed heavy for a 1-credit course; the labs put more emphasis on data collection than hands-on activities; and, depending on the teaching assistant, there was some ambiguity about what constituted a good lab report. Suggested improvements were to have more hands-on labs, less number crunching, a better defined grading rubric, and to return graded lab reports more quickly so that the feedback can be used on the next one. Prospective students should know that writing lab reports take time and they should start them early.

**EN.530.254.01-03; .05-06; 08**  
**Manufacturing Engineering**  
**Yury Ronzhes**

Overall quality of the class: 3.61

Summary:

The best aspects of this course were the laboratory sessions, which allow students to get trained on a variety of machines and build a final product, and the online lectures. Some students felt that since this was the first semester for the new labs and online lectures, the course was disorganized with little coordination between labs, lectures, online lectures and tests. A suggested improvement was to provide better instructions for the lab reports. Prospective students should know this a very hands-on course, most lectures are online and that this class was recently reorganized and may still have to work out some issues.

**EN.530.310.01**  
**Reverse Engineering and Diagnostics**  
**Stephen Belkoff**

Overall quality of the class: 4.92

Summary:

The best aspect of this course were the lectures and the laboratory work, which allowed students to apply the theories they learned in other classes. A suggested improvement was to introduce theory earlier in the semester. Prospective students should know the class is very practical and hands-on.

**EN.530.327.01****Introduction to Fluid Mechanics****Rajat Mittal**

Overall quality of the class: 4.68

**Summary:**

The best aspect of this course was the professor, who knows the material and explains even the most complicated concepts well. Some students felt the homework did not match what was discussed in the lectures and that the grading could be harsh. A suggested improvement was to adopt a better exam format with more points on the tests. Prospective students should know that's important to attend all lectures and do the homework assignments carefully as they are very similar to what's on the exams.

**EN.530.329.01****Introduction to Fluid Mechanics Laboratory****Steven Marra**

Overall quality of the class: 4.15

**Summary:**

The best aspects of this course were the lectures, and being able to apply theoretical concepts and do calculations with real data. Some students felt some of the labs were mostly data analysis and that the lab reports could long and uninteresting. Suggested improvements were to grade individual lab reports quickly so the feedback could be used in subsequent reports, and improve the quality of the equipment. Prospective students should know that that lab reports require time and thought and should not be left until the last minute.

**EN.530.352.01****Materials Selection****Sung Hoon Kang**

Overall quality of the class: 3.48

**Summary:**

The best aspects of this course were the professor's willingness to listen to student feedback and to help students succeed, and the group projects and presentations. Students liked the comprehensive topics covered in the course and availability of the lecture slides. Some students said the lectures covered too many topics and powerpoint presentation might not be effective. Suggested improvements were to cover less material in the lectures and to have more example problems by using blackboard. Prospective students should know it's important to review the lecture slides and a solid foundation in chemistry may be useful.

**EN.530.403.01; .04-05; .07; .09-10; .15**  
**MechE Senior Design Project I**  
**Nathan Scott**

Overall quality of the class: 3.77

Summary:

The best aspects of this course were being able work with an outside sponsor on the design and production of a real-world project applying lessons learned over the past four years. Some students said the work involved in this course is very time consuming and that it can be difficult to balance the relationship with the professor and the sponsor since there are two goals – get a good grade, and produce a product – and priorities may differ. Suggested improvements were to clarify the grading requirements and to schedule meetings between teams and the professor at the start of the year to develop milestones for each team. Prospective students should know this is the capstone project for mechanical engineering and that they should be prepared to devote a lot of time and effort to it.

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

Overall quality of the class: 4.30

Summary:

The best aspects of this course were getting hands-on experience in CAD and learning the various features of the Creo software. Some students felt the homework assignments required too much time. Suggested improvements were to scale back the amount of homework and to change the attendance policy -- students who attend extra classes get extra attendance points, but not all students can do that. Prospective students should be prepared to spend a lot of time on homework and to start assignments as soon as possible since the computer lab can get crowded right before they are due.

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

Overall quality of the class: 4.56

Summary:

The best aspects of this course were the lectures and the labs, which emphasized learning by doing and provided hands-on experience with electronic and robotic components. Some students felt assignments were graded too slowly and that it was difficult to prepare for exams because there were so few homework assignments. Suggested improvements were to grade assignments and provide feedback more quickly and provide practice problems or assign homework in preparation for exams. Prospective students should know that it is helpful to read the labs ahead of time and the labs provide a good way to get practical experience.

**EN.530.424.01/EN.530.624.01**  
**Dynamics of Robots and Spacecraft**  
**Jin Kim**

Overall quality of the class: 4.55

Summary:

The best aspect of this course was that the professor did a good job of teaching an interesting but difficult subject. Some students felt the material was complex and there simply is no easy way to teach it. Suggested improvements were for the professor to gradually build the difficulty of the material and to use more real-life examples. Prospective students should be prepared for a lot of challenging work. A background in linear algebra and dynamics are helpful.

**EN.530.430.01**  
**Applied Finite Element Analysis**  
**Liming Voo**

Overall quality of the class: 3.22

Summary:

The best aspects of this course were that students learned to use Abaqus, an engineering simulation software for analysis, and that the class offered a detailed look at how finite element problems are set up and solved. Some students felt the class focused too much on the theoretical and not enough on how finite element analysis software can be used to solve practical problems. A suggested improvement was to focus more on using finite element analysis software to do homework and solve problems. Prospective students should know that a background in linear algebra, differential equations and material mechanics can be helpful.

**EN.530.443.01/EN.530.643.01**  
**Fundamentals of Microscale Phenomena**  
**Soojung Hur**

Overall quality of the class: 4.60

Summary:

Five or fewer students respond to the qualitative portion of the survey.



**EN.530.446.01-02**

**Experimental Methods in Biomechanics**

**Stephen Belkoff**

Overall quality of the class: 4.25

Summary:

The best aspects of this course were the hands-on learning opportunities in the labs and the professor's expertise. Some students felt the expectations, especially for the final project, weren't always clear and lectures sometimes were hard to follow. Suggested improvements were to provide clearer expectations for the failure analysis project and better organized lectures. Prospective students should know this course is a good way to learn biomechanics and to put that knowledge to use in a lab. A background in mechanics, physics and biology may be helpful.

**EN.530.474.01-02/EN.530.647.01-02**

**Effective and Economic Design for Biomedical Instrumentation**

**Yun Chen**

Overall quality of the class: 4.43

Summary:

Five or fewer students respond to the qualitative portion of the survey.

**EN.530.483.01/EN.530.683.01**

**Applied Computational Modeling in Aerodynamics and Heat Transfer**

**Jung-Hee Seo**

Overall quality of the class: 4.36

Summary:

The best aspects of this course were that it gives students experience using computational fluid dynamics software (CFD), such as ANSYS CFX, and allows them to work on projects. Some students felt the lectures were too math heavy and hard to follow and that the theory was not reinforced through the projects. A suggested improvement was to add more projects. Prospective students should know that a background in MATLAB and fluids/heat transfer can be helpful.

**EN.530.495.01-04****Microfabrication Laboratory****Andreas Andreou; Jeff Wang**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this course were the labs, being able to fabricate a silicon chip, and teaching assistants who wanted to make sure that students understood the material and were always willing to answer questions. Some students felt it was difficult to answer lab questions because the material hadn't been covered in lectures, and some of the material and labs were based on techniques used in the 1970s. Suggested improvements were to better coordinate lectures, labs, homework and exams, more feedback on homework and lab reports, and more guidance on final project. Prospective students should know the labs can be long and require patience, and there are three final assignments at the end.

**EN.530.603.01****Applied Optimal Control****Marin Kobilarov**

Overall quality of the class: 4.40

**Summary:**

The best aspects of this course were the coding; the homework, which involves written calculations, programming and visualizing results, and helped students understand the lectures; and having the opportunity to implement optimized controls and advanced control theorems in MATLAB. Some students felt the lectures could be difficult to understand. Suggested improvements were to be more innovative in teaching and get away from the professor writing on the board and students taking notes, and provide more time for the final project and more practice problems with solutions to help understand the concepts taught in class. Prospective students should know this is a very challenging course and that a background in differential equations and linear algebra could be helpful.

**EN.530.605.01****Mechanics of Solids and Materials****Thao Nguyen**

Overall quality of the class: 4.64

**Summary:**

The best aspects of this course were the balance between theoretical and practical engineering, the well-organized lectures by the professor, and the homework, which had clear objectives. Some students said the homework could be difficult and sometimes contained material not yet covered in class. Suggested improvements were less homework and more practical exercises. Prospective students should have a solid background in mechanics, math and programming.

**EN.530.610.01**  
**Statistical Mechanics in Biological Systems**  
**Sean Sun**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

**EN.530.613.01**  
**MechE Master's Design Project I**  
**Nathan Scott**

Overall quality of the class: 4.50

Summary:

The best aspects of this course were that it exemplified learning by doing, students got to interact with a client to create a product or prototype and were given a great deal of freedom to complete the project. A suggested improvement was to apprise students of their grades and performance as the semester progresses. Prospective students should know this is basically Senior Design 2.0 with more freedom. Students should be self-driven, passionate about their projects, and adept at time management so they can stay on schedule.

**EN.530.621.01**  
**Fluid Dynamics I**  
**Charles Meneveau**

Overall quality of the class: 4.60

Summary:

The best aspects of this course were its focus on fundamentals: the instructor's practice of writing each equation and proof on the whiteboard in an organized way; and the fact that it taught effective ways to tackle complicated, real-world problems. Suggested improvements were to schedule additional homework problem-solving sessions, provide an answer key for homework problems, and encourage students to read papers on a few key topics to provide context for the course material. Prospective students should have a background in fluid mechanics.

**EN.530.645.01****Kinematics****Gregory Chirikjian**

Overall quality of the class: 4.93

**Summary:**

The best aspect of this course was that students can gain a deep understanding of kinematics from a professor who is an expert in the field. Prospective students should work with the teaching assistant throughout the course as the homework concepts can be confusing.

**EN.530.646.01****Robot Devices, Kinematics, Dynamics and Control****Jin Kim**

Overall quality of the class: 4.24

**Summary:**

The best aspects of this course were that it provided a good overview of the fundamentals mathematics and kinematics of robotics; the professor's lectures were clear and methodical; the open book exams allowed students to focus on learning rather than memorizing; labs and theories were combined; and the homework, projects, labs and exams were evenly split. Some students felt the homework did not focus enough on practical problems; the lectures could have used a video or activity to help explain concepts; the first part of the course moved slowly and a lot of material had to be covered in the second part; and assigning a project on top of a final at the end of the course contributed to a very heavy work load. Suggested improvements were more lab work, less homework; reducing the number and length of homework assignments; and evening out the amount of material covered in the first and second parts of the course. Prospective students should know this is a math-heavy course; background in linear algebra, matrix theory, physics and calculus would all be helpful; they will have to devote significant time to the homework.

**EN.530.654.01****Advanced Systems Modeling II****Gregory Chirikjian**

Overall quality of the class: 5.0

This class had 5 or fewer comments.

**EN.530.656.01**  
**Deformation Mechanisms**  
**Kevin Hemker**

Overall quality of the class: 4.0

Summary:

The best aspects of this course were that it combined the mathematical and theoretical; covered a wide range of topics regarding deformation mechanisms occurring in different material systems; addressed the subject in two phases: fundamentals and applied topics; and used published research as a study material. Prospective students should be comfortable with mechanics and thermodynamics.

**EN.530.691.01**  
**Haptic Interface Design for Human-Robot Interaction**  
**Jeremy Brown**

Overall quality of the class: 4.52

Summary:

The best aspects of this course were the experimentation with haptic feedback devices and the group project to develop a novel haptic device; the professor's ability to explain concepts and his desire to make the class interactive by getting students to participate. Some students felt the lectures could have contained more theoretical material and that the project teams should have been given more time to create their devices. Suggested improvements were less lecture time and more time spent on projects and demonstrations. Prospective students should be prepared to work as part of a group; they will get a good overview of haptic devices, interfaces and fundamental concepts.

**EN.530.715.01**  
**Mesoscale Simulations of Defects in Metals**  
**Jaafar El-Awady**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

**EN.530.761.01**  
**Mathematical Methods of Engineering I**  
**Dennice Gayme**

Overall quality of the class: 3.53

Summary:

The best aspects of this course were that it covered a broad range of mathematical concepts that were applicable to other classes; the homework and practice questions were challenging; the teaching

assistants were helpful; and it provided an understanding of differential equations and how linear algebra can be used to tackle them. Some students felt the homework didn't prepare students for the exams; the course covered a wide range of topics but the continuity between the topics was sometimes lacking; and fewer topics should have been covered in greater depth. Suggested improvements were to give the teaching assistants answers to the practice problems so the TAs can show students how to do the problems and students can do the homework problems on their own, and have the lectures and homework cover material in the same order. Prospective students should have knowledge of linear algebra and differential equations, and be prepared to read the appropriate textbook chapters for each class and spend a significant amount of time on homework.

**EN.530.766.01**

**Numerical Methods**

**Tamer Zaki**

Overall quality of the class: 4.69

Summary:

The best aspects of this course were the coverage of finite difference methods, students being able to choose their own topics for the final project, and interactive classes with good discussions. A suggested improvement was to explore more topics, such as partial differential equations (PDEs), finite volume and hyperbolic equations. Prospective students should know that knowledge of PDEs and a coding background are helpful.

**EN.530.777.01**

**Multiphase Flow**

**Gretar Tryggvason**

Overall quality of the class: 4.33

Summary:

The best aspects of this course were that it provided a good balance of theory and application and broad insight into multiphase flows; used hands-on learning and projects rather than tests; taught how to write and review papers and search through literature quickly; and showed how to effectively model multiphase flows. Prospective students should have a background in graduate level fluid dynamics, along with heat transfer, turbulence and basic math.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2018  
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  
Professional Writing and Communication  
Charlotte O’Donnell**

Overall quality of the class: 3.89

Summary:

The best aspects of this course were the professor’s organized lectures and timely feedback, the opportunity for students to learn how to write in a professional manner and to polish their resumes, the advice offered on oral presentations and the field of writing. Some students felt the grading scale seemed harsh. A suggested improvement was to shorten the lectures and spend more time in class on assignments and interactive activities. Prospective students should be prepared for a substantial amount of writing and class participation. It also helps to have a resume before starting class.

**EN.661.110.02-03  
Professional Writing and Communication  
Trevor Mackesey**

Overall quality of the class: 4.67

Summary:

The best aspects of this course were that it teaches writing skills that can be used in the real world, it exposes students to different kinds of writing, such as job applications, proposals and recommendation reports, and the professor was passionate about the subject and showed concern for his students. Some students did not find the group project to be useful. Suggested improvements were that there be fewer group projects and that assignments be more evenly distributed across the semester. Prospective students should be prepared to do a lot of reading and writing and have good time management skills so they can stay on top of assignments.

**EN.661.110.04**  
**Professional Writing and Communication**  
**Jenny Bernstein**

Overall quality of the class: 4.59

Summary:

The best aspects of this course were that it taught practical skills that can be used in a professional setting, such as writing emails, making presentations, writing resumes and cover letters, and allowed students to collaborate on a group project. Some students felt it took too long to return assignments with feedback. A suggested improvement was to spend more time on resume and cover letter writing skills. Prospective students should be prepared to do a lot of group work.

**EN.661.110.05**  
**Professional Writing and Communication**  
**Laura Davis**

Overall quality of the class: 4.72

Summary:

The best aspects of this course were learning practical skills that can be used in a professional setting and the professor's openness to student feedback on course content. Some students said assignments weren't always returned in a timely manner. A suggested improvement was to make the lectures more structured and clearer. Prospective students should know the subject matter for this course is very relevant to the real world.

**EN.661.110.06-07**  
**Professional Writing and Communication**  
**Caroline Wilkins**

Overall quality of the class: 4.39

Summary:

The best aspects of this course were the professor's ability to create a stimulating and challenging environment, her concern for students' needs and goals, and learning to improve communication skills in a professional setting. Some students felt assignments were returned too slowly. A suggested improvement was to return assignments with feedback more quickly. Prospective students should be prepared to write throughout the semester.

**EN.661.110.06**  
**Professional Writing and Communication for International Students**  
**Shelley Etzine**

Overall quality of the class: 3.58



Summary:

The best aspects of this course were the professor's feedback on assignments and the fact that the topics that were covered, such as resume and cover letter writing, will be useful in the real world. Students said the instructor frequently arrived late, delaying the start of the class. A suggested improvement was to have a better organized course schedule. Prospective students should know that the grading system can be confusing.

**EN.661.128.01**

**Improvisational Techniques for Communication**

**Tavish Forsyth**

Overall quality of the class: 4.0

Summary:

The best aspects of this course were that it was taught in a fun and high-energy environment, the instructor was good at teaching improvisation, students were taken out of their comfort zones and thrown into improv with their classmates, and students learned valuable communication skills. Students said the grading system for essays and participation could be harsh and that grades were sometimes late in arriving. Also, students felt there was a lot of writing for a non-writing intensive course. A suggested improvement was better and more timely feedback on journals/essays and performances. Prospective students should be prepared to do a significant amount of writing. No experience with improvisation is necessary.

**EN.661.128.02**

**Improvisational Techniques for Communication**

**Michael Hartwell**

Overall quality of the class: 4.77

Summary:

The best aspects of this course were a professor who is able to establish a link between improvisation and real life and who wants to see his students succeed, and the active classroom environment. Some students noted the difficulty of grading improvisation. Prospective students should be prepared to step out of their comfort zones and be ready for a fun and engaging class that includes games and performances.

**EN.661.250.01-02**

**Oral Presentations**

**Kevin Dungey**

Overall quality of the class: 4.86

Summary:

The best aspects of this course were the supportive instructor, who provided valuable feedback to help students build their oral presentation skills, and flexible assignments that enabled students to be

creative with the subjects they wrote about and presented. Some students felt the feedback they received was either unclear or inconsistent. A suggested improvement was to give more timely feedback on assignments. Prospective students should be prepared to give one presentation a week and to spend time outside of class practicing.

**EN.661.250.03**

**Oral Presentations**

**Jason Heiserman**

Overall quality of the class: 3.92

Summary:

The best aspects of this course were the supportive environment created by the instructor, and the amount of practice time that was provided for students looking to improve their public speaking skills. Some students said the lectures didn't spend a lot of time on what a good presentation would look like, and it could be difficult to understand how to apply the suggestions that were offered in the lectures. A suggested improvement was to reduce the number of presentations and to set aside time for meetings with the professor on how to improve. Prospective students should be prepared to make weekly presentations.

**EN.661.250.04-05**

**Oral Presentations**

**Andrew Kulanko**

Overall quality of the class: 4.45

Summary:

The best aspects of this course were the opportunity to improve your skills by giving regular presentations, and the feedback that comes from the instructor and other students. Some students felt that a three-hour class is too long; they also questioned the relevance of the quizzes. A suggested improvement was to have two meetings a week instead of one. Prospective students should know that the course is a good way to become more comfortable with public speaking.

**EN.661.250.06**

**Oral Presentations**

**Michael Hartwell**

Overall quality of the class: 4.50

Summary:

The best aspect of the course was the chance for students to improve their skills by making weekly presentations and getting valuable feedback from the instructor and their classmates. Some students expressed concerns about the grading scale. A suggested improvement was to meet twice a week instead of once. Prospective students should be prepared to make weekly presentations.

**EN.661.250.07**  
**Oral Presentations**  
**Charlotte O'Donnell**

Overall quality of the class: 4.64

Summary:

The best aspect of this course was that students could give weekly presentations and receive feedback to help them improve their public speaking. Some students questioned the grading system, saying it seemed harsh or they weren't sure what they were being graded on. A suggested improvement was to provide more guidance on expectations before a presentation was made. Prospective students should know they will be responsible for weekly presentations and journal entries and that anyone with public speaking anxiety will find an encouraging environment that will put them at ease.

**EN.661.251.01**  
**Oral Presentations for International Students**  
**Laura Davis**

Overall quality of the class: 4.50

Summary:

The best aspect of this course was that it allowed students to prepare different types of oral presentations and get feedback on their work. Some students said assignment expectations could be unclear. Suggested improvements were to be more specific about what is expected in each presentation, and meet twice a week instead of once. Prospective students should know that because research and study are required, preparing an oral presentation often takes longer than expected.

**EN.661.301.01**  
**Writing for the Law**  
**Mark Franceschini**

Overall quality of the class: 4.08

Summary:

The best aspects of this course were learning about the law from working attorneys and getting experience with legal writing. Some students said that not all students were invested in the group activities, constructive feedback was lacking, and it sometimes felt that class time was not being used productively. Suggested improvements were to break the class up into two sessions per week, spend less time on completing templates, and speed up the grading of assignments so the feedback can be used on future assignments. Prospective students should know they will spend a lot of time writing legal documents such as contracts, employee agreements and litigation-related materials, and there are many group projects. A legal background is not necessary.

**EN.661.315.01**  
**Culture of the Engineering Profession**  
**Trevor Mackesey**

Overall quality of the class: 4.80

Summary:

The best parts of this course were the classroom discussions; the professor's constructive feedback on essays; the fact that assignments were mapped out weeks in advance, complete with instructions and goals; , and the attention given to technical writing and presentation. Students said there is a lot of reading and not all of it is discussed. A suggested improvement was to have the instructor and students provide more feedback. Prospective students should be prepared to participate in class and to take advantage of office hours to get constructive criticism on rough drafts.

**EN.661.317.01**  
**Culture of the Medical Profession**  
**Jenny Bernstein**

Overall quality of the class: 5.0

Summary:

The best aspects of this course were the instructor's enthusiasm for and grasp of the subject matter, the class discussions and pre-class readings about medical culture and other topics, and the guest speakers. The discussions and materials are all valuable to pre-med and health-related majors. Some students said the instructor was slow to provide feedback, and it was difficult to find doctors to shadow for the final project. Suggested improvements were to return writing assignments quicker so students can use the feedback on future assignments, and to provide more direction on the final projects. Prospective students should be prepared to participate in a group project and lots of classroom discussion (sometimes on difficult topics).

**EN.661.329.01**  
**Improv for Science, Technology and Industry**  
**Tavish Forsyth**

Overall quality of the class: 4.33

Summary:

The best aspects of this course were being pushed to become comfortable in uncomfortable situations, participating in fun activities in an upbeat classroom environment, and receiving feedback on performances. Some students felt the attendance policy was too strict and that feedback was inconsistent and sometimes delayed. Suggested improvements were clearer grading standards and quicker grading of assignments. Prospective students should be prepared to be active in class and to be relatively uninhibited.

**EN.661.360.01**  
**Marketing Your Start-up**  
**Leslie Kendrick**

Overall quality of the class: 4.57

Summary:

The best aspects of this course were the instructor, who cared about her students and the subject matter and was able to give personalized feedback; the career-oriented approach taken in class, including the use of guest speakers who could call on personal experiences; and exercises that have real-world applications. Some students felt the workload got especially heavy near the end of the course. Suggested improvements were to spend more time in class discussing the readings and providing more opportunities to practice marketing skills and listen to guest speakers. Prospective students should have a start-up idea in mind. The end-of-year marketing plan that students must develop is fit to be used in a professional setting.

**EN.661.361.01**  
**Corporate Communications & P.R.**  
**Leonard Foxwell**

Overall quality of the class: 4.57

Summary:

The best aspects of this course were the professor's use of contemporary case studies, the discussions on pertinent topics, such as objective, offensive and crisis communications, and the use of guest speakers, each of whom brought a unique perspective. Students said the course seemed to focus on political rather than corporate communications, and that while they received feedback on essays, it was hard to apply it to other writing assignments because the topics were so different. Suggested improvements were to hold two meetings a week instead of one, and to use quizzes and readings rather than just essays to help understand the material. Prospective students should know that their grade will largely be determined by three papers and that keeping up with current events will help on some of them.

**EN.661.370.01**  
**Visual Rhetoric**  
**Charlotte O'Donnell**

Overall quality of the class: 4.21

Summary:

The best aspects of this course were that it allowed students to explore a creative realm of marketing and to learn different aspects of graphic design, including software such as Photoshop and Illustrator, and the instructor was always willing to meet with students outside of class to provide feedback on their work. Some students felt that there was not enough time spent teaching design software skills. A suggested improvement was to spend more time explaining how to use tools in design software.

Prospective students should be prepared to explore their creative side and ask for help if they are struggling. An art or design background may be helpful.

**EN.661.380.01**  
**Business Analytics**  
**Adam Treiser**

Overall quality of the class: 3.67

**Summary:**

The best aspects of this course were the professor, who founded an artificial intelligence firm and was able to draw on his experience in class; learning various techniques to analyze business problems in the real world; the opportunity to further develop Excel skills; and the discussions on topics such as machine learning and analytics. Some students felt that questions that appeared on quizzes did not match the material covered in class and that group projects were confusing and difficult to complete if a student hadn't taken Statistical Analysis II. Suggested improvements were to give the course more direction and structure, and ensure that material covered in quizzes is also covered in class. Prospective students should know this is a good course to take if they are interested in data analytics, quizzes and exams can be challenging, and a background in Excel may be helpful.