

**JOHNS HOPKINS UNIVERSITY**

**Homewood Course Guide**

***Summaries of Student Course Evaluations for Fall 2013***

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
AFRICANA STUDIES DEPARTMENT**

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

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

**AS.362.104.01  
Introduction to the African Diaspora  
Patricia Romero**

Overall quality of the class: 4.33

Summary:

Students praised this course’s small class size and its interesting group discussions. Readings of a variety of works including primary sources helped provide topics of conversation during class discussions. Some students felt the class didn’t prepare them for the class’ final paper and that the assignment itself lacked firm guidelines. Students’ suggestions for improvements focused on increased guidance by the instructor, as some students thought the class hadn’t prepared them to write their final paper. Prospective students should know the course required students to keep up with assigned readings in order to participate in class discussions.

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

Overall quality of the class: 4.29

Summary:

The best aspects of this course included the passionate discussions students had among themselves and with the professor in this course. While students enjoyed the discussions, many also complained of organizational issues with the class. Some wished the professor had led more of the discussions, while others wished for clearer rubrics on how grading would be handled. Suggestions for improvement included having the professor lead class discussions or provide examples of how student-led sessions should be conducted so that they would be more productive. Prospective students should know this class was a great introduction to the topic of African American Studies and was reading intensive.

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

## AFRICANA STUDIES

Overall quality of the class: 4.27

### Summary:

Students praised the course's instructor as the best aspect of the course with most describing him as, "very engaging," "exciting," and "hilarious." While students enjoyed the professor, others also criticized him for at times going off topic or being repetitive. Suggestions to improve the class varied from an increased focus on the syllabus and course material to a need for all students to engage in class discussions. Prospective students should know that the class focused on reading and writing, and this work needed to be completed before classes so that students could contribute to and gain the most from the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
ANTHROPOLOGY DEPARTMENT**

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

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

**AS.070.113.01  
Freshman Seminar  
Niloofar Haeri**

Overall quality of the class: 3.86

Summary:

The best aspects of this class included the reading materials and the relatively light course load. Some students felt that participation in class discussions were difficult because the topics were so broad and unfocused. Suggestions for improvement included narrowing down discussion topics to encourage increased class participation. Students also felt that examining the differing opinions or views on a topic or issue would help drive discussion. Prospective students who are interested in learning a breadth of information about Anthropology will get a solid introduction to the subject. Prospective students should be prepared to engage in class discussion and write brief responses to the readings.

**AS.070.129.01  
Introduction to the Anthropology of the Middle East  
Paola Abenante**

Overall quality of the class: 2.53

Summary:

The best aspects of this course are the professor’s passion for her subject and the interesting reading materials. Many students found this to be a more advanced class, as the professor expected students to already have an understanding of basic anthropological terms and concepts. Suggestions for improvement included keeping the syllabus up to date as topics change, and adjusting project due dates accordingly. Prospective students are advised to take an introduction to anthropology before taking this class, which can be as challenging and writing-intensive as an advanced class.

**AS.070.179.01  
Child Adoption and Family Making  
Anaid Reyes Kipp**

## ANTHROPOLOGY

Overall quality of the class: 3.88

### Summary:

The best aspects of this class included the engaging information and the real-world application of concepts introduced in the readings and class discussions. However, the class was reading intensive, and at times the reading materials were dense and long. Suggestions for improving this class included a more concise reading list, as well as more interactive activities within the class to further investigate the issues and examples discussed in class. Prospective students should be prepared for a heavy reading load. This reading needs to be completed before class to fully prepare for the concepts covered in lecture and the class discussions.

### **AS.070.189.01**

#### **Islamic Critique: Ethical and Political Reasoning**

**Joseph Bush**

Overall quality of the class: 3.93

### Summary:

The best aspects of this class included the highly informative and engaging discussions that challenge students to change their way of thinking to be analytical and precise. Many students found the course load to be intense but interesting, and enjoyed discussions with the professor during office hours to further analyze the course material. Some suggestions for improvement were that reading summaries or highlighted core concepts for the readings would have been helpful, as some of the readings were long with difficult concepts. Some students also sought for the course's instructor to take a more active role in the class discussion by first presenting topics to the class before allowing students to break into discussion about it. Prospective students should be prepared for a strenuous but rewarding experience, so long as they complete the readings and are prepared to engage in class discussions.

### **AS.070.285.01**

#### **Understanding Aid: Anthropological Perspectives for Technology-Based Intel**

**William Ball, Emma Cervone**

Overall quality of the class: 3.70

### Summary:

The best aspects of this class included the guest speakers and the focused in-class discussions that helped develop concepts from the reading. Some student found that the readings were a bit dry and long, and that the essay topics were somewhat vague. Suggestions for improvement included assigning fewer reading materials, and providing more succinct essay topics to decrease confusion. Prospective students should be prepared for a reading intensive course. The readings provide context for the class discussions and core concepts that are examined in the essay assignments.

### **AS.070.293.01**

#### **Anthropology of Material Worlds**

**Deborah Poole**

Overall quality of the class: 4.00

## ANTHROPOLOGY

### Summary:

The best aspects of this class included the highly interesting concepts and ideas introduced during the class, as well as the professor's knowledge of the subject and approachability. Many students found the readings to be a bit long and convoluted at times, although the content was interesting. Suggestions for improving the class included shorter or fewer readings, which would help increase student engagement in class discussions. Prospective students would benefit from a basic knowledge of anthropology before taking this class, although it is not necessary. Students are advised to do the reading before class so that they are prepared for the lecture and may engage in the class discussion.

### **AS.070.319.01**

#### **Logic of Anthropological Inquiry**

**Jaun Obarrio**

Overall quality of the class: 3.30

### Summary:

The best aspects of this class included the interesting subject matter and discussions that encouraged students to express their opinions. Although the course load was somewhat light, most students found that the lack of feedback made it impossible for them to guess their grades. Suggestions for this course included getting grades and papers back to the students in a timely manner so that they can better assess their situation. Prospective students should be prepared to write two relatively short papers. Students also found the course required them to read works that are sometimes challenging and dense, but highly informative.

### **AS.070.331.01**

#### **Anthropology of Poetry and Prayer**

**Niloofar Haeri**

Overall quality of the class: 4.60

### Summary:

The best aspects of this class included a professor who is engaging, approachable, and highly knowledgeable. Students enjoyed the intimate setting of the class, which allowed students to feel comfortable in expressing their opinions in group discussions. Some of the students found that the coursework was a bit unorganized, and at times were unsure of what they needed to focus on for the readings and essays. Suggestions for improving the class included increased organization, with specific criteria for essay prompts. Prospective students should be prepared to read a fair amount of material, and to engage in meaningful discussions with their peers. They are also encouraged to approach the professor if they have any questions about the materials.

### **AS.070.337.01**

#### **Digital Media, Democracy, and Control**

**Laura Humphreys**

Overall quality of the class: 4.55

### Summary:

## ANTHROPOLOGY

The best aspects of this class included the real-world approach to topics discussed in class, which students found interesting and enlightening. Students also found the professor to be very knowledgeable and easy to approach, providing in-depth feedback that guided students' projects and helped keep the discussions relevant to the discussion topics. Some suggestions for the class included breaking it up into additional sessions to help ease the reading and workloads, which can be intense. Prospective students should be prepared to invest a lot of time and effort into the course in order to get the most out of the course.

### **AS.070.357.01**

**An Anthropology of the City**  
**Clara Han**

Overall quality of the class: 4.36

#### Summary:

The best aspect of this class is a professor who is highly knowledgeable and passionate about her subject. Students found the readings to be very informative and helpful when preparing for class discussions. However, some students found that the class was challenging because directions for writing prompts were unclear, or the professor moved a little too quickly. Some suggestions for improving the class included breaking the class into two shorter periods so that students have time to complete the reading and writing assignments. Any prospective students should be prepared for a reading and writing intensive class, although the topics are highly engaging and the discussions are enlightening.

### **AS.070.385.01**

**From Sexual Nature to Sexual Politics**  
**Aaron Goodfellow**

Overall quality of the class: 4.00

#### Summary:

The best aspect of this class included a relaxing and informal learning environment where students are encouraged to share their thoughts and opinions. The professor was engaging, informative, and approachable. Students also liked that there were three writing assignments, all of which could be rewritten to improve a grade. Suggestions for improvement included decreasing class size to encourage participation in class discussions and to cut down on the time it takes to receive feedback. Some students felt that the readings were excessively long and repetitive, so a more concise reading list would be helpful. Prospective students should be prepared to read a fair amount of materials, but no background knowledge in anthropology is necessary.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
APPLIED MATHEMATICS AND STATISTICS DEPARTMENT**

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- 4-Good
- 5-Excellent

**EN.550.100.01**

**Introduction to Applied Mathematics and Statistics**

**Daniel Naiman**

Overall quality of the class: 4.05

Summary:

The engaging variety of interesting topics was one of the best aspects of this course. Students liked having the different lecturers come in, as they found the differing fields provided them with a nice exposure of possible career fields. Students did find the homework to be somewhat difficult, as sometimes the professors gave them advanced problems that required more knowledge of the materials than many students had. Students also wished the PowerPoint slides were more detailed and posted online for later reference. Suggestions for improvement included changing the homework assignments to reflect more of what was said during the lecture. Students also would have liked a brief introductory lesson with some of the basics of applied maths and statistics so that they could be better prepared for the lectures. Prospective students are advised to attend every lecture and complete the homework on time. The course is highly recommended to anyone who is considering a degree or just has an interest in applied mathematics and statistics.

**EN.550.111.01-07**

**Statistical Analysis I**

**Dwijavanti Athreya**

Overall quality of the class: 3.60

Summary:

Students thought that the best aspect of this course was the professor. He taught the lectures in such a way that students found that they understood the concepts as well as the math behind the materials. Many students thought the homework problems were long and tedious, and that the information they went over in class did not follow the textbook or end up on the exams. Students recommended lessening the amount of homework and spending more time in class going through problems from the book, from step one to the solution. Prospective students will need to read the textbook to review

## APPLIED MATHEMATICS AND STATISTICS

materials covered in class. They will also need to attend every lecture so that they can ask questions about the materials, because most of the content on the exams come from the lectures.

### **EN.550.112.01-04**

#### **Statistical Analysis II**

**Fred Torcaso**

Overall quality of the class: 4.12

#### Summary:

The best aspects of this course included the helpful professor and the very straightforward way he taught the materials. Students believed that they understood the concepts and formulas behind the materials and that the grading system was forgiving. Some students felt the lectures were a bit dry, and others thought the homework load was a bit excessive. Suggestions for improvement included providing more study materials for the exams as well as adding more interactive aspects to the lectures to liven them up. Prospective students should stay on top of the homework and read the textbook to keep up with the materials. Attendance to lectures is important, and students should have a background in statistics before enrolling.

### **EN.550.171.01-03**

#### **Discrete Mathematics**

**Beryl Castello**

Overall quality of the class: 3.91

#### Summary:

Students believed that the best aspect of this course was that everything stated in class as being on the exam was on the exam, and that there was no surprise content or concepts when they took the tests. Many students found that the lecture style was a bit fast paced, and that the lecture never strayed from the textbook, which meant that examples of the concepts were limited. Suggestions for improvement included providing more outside sources and examples to help demonstrate some of the more difficult concepts. Students also wanted a friendlier classroom environment in which they felt comfortable asking questions and participating in class. Prospective students should have some Calculus background and be prepared for a somewhat difficult math course that concentrates more on theory than equations. They should read the textbook to follow along with the lecture and attend the TA sessions to ask questions and get help on the homework.

### **EN.550.200.01**

#### **Computing for Engineers and Scientists**

**Kathryn Hedrick**

Overall quality of the class: 3.50

#### Summary:

Students thought that this was a good introduction to using and understanding MATLAB, and liked that the grades were based on assignments rather than exams. Most students found that the course presumed background knowledge of the subject matter and that combined with a lack of direction in

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assignments made the course difficult. They suggested providing the necessary background information within the assignment instructions, or at least providing links to places where they could get this information. They also suggested focusing more on teaching MATLAB itself, rather than getting stuck on materials the students may or may not know. Prospective students should be prepared for a heavy workload with difficult grading and a lot of learning outside of the classroom.

### **EN.550.252.01**

#### **Math Models-Decision Making: Stochastic Models**

**Beryl Castello**

Overall quality of the class: 4.11

This class had 5 or fewer comments.

### **EN.550.281.01**

#### **Computing in Applied Mathematics**

**Daniel Naiman**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **EN.550.284.01**

#### **VBA for Finance**

**Daniel Naiman**

Overall quality of the class: 4.07

#### Summary:

Learning the basics to VBA and having such a relaxed learning environment was what students found were the best aspects of this course. Students thought that the professor was not completely knowledgeable with the materials and that they did not learn as much as they had hoped to. Suggestions for improvement included adding more assignments to better teach some of the coding aspects, as well as getting slides or lecture notes so that students could replicate what the professor taught in class. Prospective students will find that prior coding experience is a big plus, and that many students in the class have some experience with VBA to begin with. The course is recommended for anyone who wants to learn VBA.

### **EN.550.291.01-02**

#### **Linear Algebra and Differential Equations**

**Donniell Fishkind**

Overall quality of the class: 4.19

#### Summary:

Students found this course to be very well planned out and thorough in the materials, so they believed that they learned a tremendous amount over the semester. The professor went out of his way to ensure

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that students got the materials and was always willing to meet or answer questions. Students found that the course concentrated too much on proofs and not enough on equations. They suggested adding a textbook to include more concrete examples and exercises as well as using Blackboard more extensively to post notes on the lectures. Students also wanted more practice with differential equations and less emphasis on the proofs. Prospective students should have taken math up to at least Calculus II and would benefit from some background knowledge of MATLAB. They should be prepared to take good notes in each class.

### **EN.550.310.01-03**

#### **Probability & Statistics for the Physical Sciences & Engineering**

**Vincent Lyzinski**

Overall quality of the class: 4.42

#### Summary:

The professor was the best aspect of the course, as students found that he went out of his way to make the materials and concepts easy to understand. Students found the lectures easy to follow and very useful in learning the materials. Students felt that the textbook did not provide much in the way of explanations or examples, and that it was sometimes disorganized. Suggestions for improvement included adding in more examples for students to practice as well as choosing a different textbook. Prospective students should have some mathematical background but should be able to stay with the materials if they attend each class and complete the homework on time.

### **EN.550.311.01-02**

#### **Probability and Statistics for the Biological Sciences & Engineering**

**Fred Torcaso**

Overall quality of the class: 3.17

#### Summary:

Students thought that the best aspects of this course included the lecture notes being posted online, as well as the interesting materials being taught. Many students thought that the tests were extremely difficult, harshly graded and unfair. Students found that homework did not reflect what was being taught in class, and that incorrect answers were sometimes given full credit, making it difficult to study. The textbook was equally ineffective, and many students thought that the professor's teaching style was not conducive to learning the materials. Students found that materials covered in class did not align to the homework, and that the exams had completely different materials altogether. Suggestions for improvement included altering the homework assignments to make them more effective study tools for the exams. Students also felt that additional opportunities to raise their grade would be helpful, since the professor refused to curve. Prospective students are advised that this will be a difficult, work-intensive course. They should have background knowledge in statistics, and calculus I through III would also be beneficial.

### **EN.550.361.01-04**

#### **Introduction to Optimization**

**Donniell Fishkind**

## APPLIED MATHEMATICS AND STATISTICS

Overall quality of the class: 4.26

Summary:

The best aspect of this course was the professor, whom students found to be extremely knowledgeable about the materials and eager to help students learn. Lectures had all of the information students needed to complete their homework and exams, and came away feeling confident in the material. Students did not care for the textbook, which they found did not cover as much material as was reviewed in class. Students also felt that exams test their abilities to memorize proofs rather than understand the materials. Suggestions for improvement included using a different textbook that had additional examples and practice problems. Students also wanted less time to be spent on theory and more time spent studying actual equations. Additional study sessions were also requested. Prospective students should be prepared to attend each lecture and take notes in order to study for the exam. They should ask questions about materials they're unclear about and keep up with the homework.

### **EN.550.385.01**

#### **Scientific Computing**

**Youngmi Hur**

Overall quality of the class: 3.33

Summary:

Students believed that they learned a lot during this challenging course. They liked the opportunities to work in MATLAB and thought that they could ask questions as needed. Many students found that there was very little guidance to using MATLAB at the beginning of the course, and that they had to learn everything on their own. They also thought the workload was a bit heavy, and that the lectures could get very dull. Students suggested changing the way the course is taught to be more interactive and engaging so that students feel more comfortable asking questions. Students also suggested that the course should have at least an introduction to MATLAB, and that algorithms taught in class should be put into actual research concepts to make them easier to understand and memorize. Prospective students are warned that this is a very difficult class, and math skills and previous MATLAB experience will be extremely useful.

### **EN.550.391.01**

#### **Dynamic Systems**

**Gregory Eyink**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

### **EN.550.400.01**

#### **Mathematical Modeling and Consulting**

**Nam Lee**

Overall quality of the class: 3.47

Summary:

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Students liked learning about the R programming language and felt that many of the things they learned were practical and useful. Many students noted that the professor seemed disorganized, and that the quizzes were difficult and did not reflect the content covered in the homework assignments. Students suggested reorganizing the lectures to provide more details about the information being taught, as well as providing outside resource they could use to help them study. Students also wanted the homework problems and the quizzes to cover the same materials. Prospective students should be prepared to study and learn the materials on their own time using the textbook as reference. They should do the homework assignments sooner rather than later and would benefit from knowing statistics before taking this course.

### **EN.550.413.01-02**

#### **Applied Statistics and Data Analysis**

**Daniel Naiman, Minh Tang**

Overall quality of the class: 3.57

#### Summary:

Students liked the very practical and applicable way the materials were taught, and felt that they were able to learn a lot because of it. The lectures, textbook, and homework assignments all provided excellent information and were valuable resources when studying for the exams. Students also found the professor to be very engaging and helpful throughout the course, although they thought his lectures were a bit fast and that the lecture slides did not contain all of the information they needed. Suggestions for improvement included having shorter, more detailed lecture slides and cutting out some of the materials covered over the class so that the remaining concepts could be covered more in depth. Students also wanted a textbook that followed the course format more closely. Prospective students should be interested in learning how to use computer programs for statistics, particularly R programming. This course requires a solid background in statistics, and having some prior experience to programming in general is very beneficial.

### **EN.550.420.01-04**

#### **Introduction to Probability**

**John Wierman**

Overall quality of the class: 3.78

#### Summary:

Students believed that the best aspects of this course were the interesting concepts and materials covered in class. The professor was very passionate about his subject and really monitored students' efforts to help those who put in the effort, which he would use when determining (and sometimes boosting) grades. Students found the exams to be rather difficult and did not like that many of the concepts were taught using PowerPoint slides. Instead, students suggested that using Blackboard instead of PowerPoint and providing additional study materials like old exams would help them study more effectively. Prospective students should be prepared for a challenging but interesting course where effort is rewarded and supported. Students are encouraged to complete all of the extra credit opportunities and be prepared to work hard.

### **EN.550.427.01**

## APPLIED MATHEMATICS AND STATISTICS

### **Stochastic Processes and Applications to Finance**

**Dwijavanti Athreya**

Overall quality of the class: 4.59

#### Summary:

Students felt that the professor's lectures and the well-planned execution of each lesson were some of the best aspects of this course. They found it easy to follow the course material, and found the topics to be quite interesting. Some of the students felt that the second half of the semester felt more rushed than the first half, which was a bit too slow. Students suggested spending less time on the first few chapters and spending that time instead going more in depth in the later chapters. Students also wanted more applications of the theorem with practical uses and examples. Any prospective students should have an interest in probability and measure theory, and although background knowledge in these two areas are helpful, it is not necessary. Students should be aware that although the materials may seem daunting, the work is quite doable and the professor is always willing to answer questions.

### **EN.550.433.01**

#### **Monte Carlo Methods**

**James Spall**

Overall quality of the class: 3.69

#### Summary:

Students found this course to be very enjoyable because of its diverse content and the very practical coding techniques taught over the semester. Students felt that they learned a very solid understanding of MATLAB and R programming, and that they will be able to apply what they learned to everyday issues. Students felt that the homework was difficult and work-heavy and that the assignments did not really prepare them for the quizzes. Students also thought that the professor would direct them back to the reading or told them to try multiple things before he would answer questions, if he did at all. Students suggested spending more time with concrete examples for each concept, spending more time on a lessened syllabus. They wanted more practical applications of what they were learning, as well as more guidance in figuring out problems. Prospective students should have some background knowledge in linear algebra, calculus, and programming, as well as knowing upper level probability.

### **EN.550.436.01-02**

#### **Data Mining**

**Bruno Jedynak**

Overall quality of the class: 4.12

#### Summary:

Students believed that the best aspects of this course included the very useful, applicable things they learned about machine learning. They thought it was good practice of the R language, and that there were plenty of reference materials. Students felt that the lecture notes did not have the information they needed, and were often confusing, vague, or too theoretical. They suggested making the materials more applicable to real world scenarios, focusing less on theory. Students also wanted well-developed

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notes online that they could refer to in the future. Prospective students should have a strong background in statistics, as well as a familiarity with R programming.

### **EN.550.442.01-02**

#### **Investment Science**

**Peng Liu**

Overall quality of the class: 4.08

#### Summary:

Students liked the real-world application of the materials covered in class, and found that the professor taught each model fairly, pointing out both the strengths and weaknesses. Some of the students felt that there was too much material to cover, and that some of the models are not applicable. Students suggested lightening the course load by focusing on fewer models with more depth. Prospective students should have a general understanding of investments and some calculus. Students should be prepared for a course that focuses on math models and their applications to the financial world.

### **EN.550.444.01-02**

#### **Introduction to Financial Derivatives**

**David Audley**

Overall quality of the class: 3.80

#### Summary:

Students felt that the best aspects of this course were the real-life applications of the theories discussed in class, as well as the very useful sections to review and develop materials discussed in the lecture. Students felt that this was a good introduction to financial derivatives and that they had plenty of materials to review for exams. Many students found the concepts difficult, and found that the lectures were broad and lacked enthusiasm. Suggestions for improvement included getting rid of the PowerPoint presentations in favor of interactive discussions with detailed notes and more real-world applications of the materials. Prospective students should make sure that they keep up with the reading and that a strong math or financial background will come in handy.

### **EN.550.446.01**

#### **Risk Measurement/Management in Financial Markets**

**David Audley**

Overall quality of the class: 4.25

#### Summary:

The best aspects of this course included the interesting materials covered in the course, and how relevant they were to real world examples. Students thought the lectures could get a bit dry, so they suggested making more interactive lectures, or including additional materials like case studies or pre-recorded lectures to encourage discussions in the classroom. Prospective students should have a financial background and be interesting in studying risk management as it is used in the real world.

### **EN.550.461.01**

## APPLIED MATHEMATICS AND STATISTICS

### **Optimization in Finance**

**Fred Torcaso**

Overall quality of the class: 3.94

#### Summary:

Students found that the materials and concepts covered in class included a variety of useful information. Students also thought that the professor explained things clearly and concisely. Students did not care for the way things were graded and felt grading should be more lenient. Students also wanted more focus into the financial aspect of things. Prospective students should have a background in linear algebra, and should have an interest in learning more about optimization.

### **EN.550.463.01**

#### **Network Models in Operations Research**

**Beryl Castello**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

### **EN.550.487.01**

#### **Numerical Simulation of Stochastic Differential Equations**

**Christian Laslescu**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **EN.550.620.01**

#### **Probability Theory I**

**James Fill**

Overall quality of the class: 4.18

#### Summary:

Students praised this course for having a knowledgeable and well-prepared instructor who created a well-organized course. Still, multiple students found the course's subject matter to be hard to follow, so they suggested going over more examples and relying less on PowerPoint slides for the lectures. Prospective students should know that students found the course "very difficult" with a heavy workload. Students also found that a background in analysis and mathematics was important for success.

### **EN.550.630.01**

#### **Statistical Theory**

**Carey Priebe**

Overall quality of the class: 4.31

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### Summary:

Students praised this course for its interesting subject matter and enthusiastic instructor who “genuinely cared that students learned.” Issues with the course varied, but some students found the coursework hard to understand. Suggestions for improvement included having the instructor go over more concepts and details during the lectures. Prospective students should know that the course was difficult and that the professor seemed to expect students to have some background in statistics.

### **EN.550.635.01**

#### **Topics in Bioinformatics**

**Donald Geman**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

### **EN.550.648.01**

#### **Credit and Systemic Risk**

**Agostino Capponi**

Overall quality of the class: 4.86

This class had 5 or fewer comments.

### **EN.550.649.01**

#### **Theory of Finance**

**Helyette Geman**

Overall quality of the class: 4.44

This class had 5 or fewer comments.

### **EN.550.661.01**

#### **Foundations of Optimization**

**Daniel Robinson**

Overall quality of the class: 4.62

### Summary:

Students widely touted the instructor as one of the best aspects of the course, saying he could, “explain complex things in an extremely clear and beautiful way.” Issues with the course varied greatly among students, but several found the course challenging. Suggestions for improvement included providing more examples or tougher homework so that students could determine if they had mastered the course material. Prospective students should have a good familiarity with MATLAB, and that they should know how to develop a proof before taking this course.

### **EN.550.666.01**

#### **Combinatorial Optimization**

## APPLIED MATHEMATICS AND STATISTICS

### **Amithabh Basu**

Overall quality of the class: 4.55

#### Summary:

Students praised this course for its interesting subject matter and appreciated how the instructor taught the materials in a clear and logical manner. However, students felt the course had an uneven pacing, with some students saying the course went slowly through some topics and then breezed through others. Suggestions for improvement included grading the course's homework assignments and count it towards students' final grades. Prospective students should know that the course required students to have a good work ethic and discipline as homework assignments have to be completed, despite being ungraded. These homework assignments prepared students for lectures and other assignments.

### **EN.550.684.01**

#### **Mathematical Foundations of Computational Anatomy Elie Younes**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

### **EN.550.692.01**

#### **Matrix Analysis and Linear Algebra Youngmi Hur**

Overall quality of the class: 4.43

#### Summary:

Students praised the engaging instructor who was able to effectively convey ideas during lectures. Issues with the course varied. Some students wish the course met fewer times a week but for longer periods of time so that students could spend more time working on material in class. Other students disliked that the instructor's lectures closely mirrored the textbook, which led some students to say they could have skipped class. Suggestions for improvement included a desire to increase the duration of classes as well as a desire by students for additional time to complete exams. Prospective students should have a background in proofs and linear algebra, and be willing to commit a fair chunk of time to completing the homework assignments.

### **EN.550.695.01**

#### **Advanced Parameterization in Science and Engineering Gregory Eyink**

Overall quality of the class: 3.40

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.371.131.01-02  
Studio Drawing I  
Craig Hankin**

Overall quality of the class: 4.90

Summary:

Students said the best aspects of this course included a friendly instructor and the fact that the class challenged the way students saw objects, faces, and people in the world. Complaints were few, although some students thought the grading of their portfolio was subjective. Students felt the class would have been improved with greater focus and instruction on technical skills. Prospective students should know no drawing experience was required to do well in this class though it could help. Students were expected to show some improvement by the course’s end.

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

Overall quality of the class: 5.00

Summary:

The best aspect of this class was the opportunity it allowed students to paint and grow as an artist. The course allowed students to perform a variety of painting exercises and receive feedback, which multiple students felt helped them grow as artists. Criticism for the class was few and far between, but some students said there wasn’t enough time during class to complete their works without them feeling rushed. Suggestions for improvement included expanded time for the class either by adding an additional class day each week or providing more guidance during existing class time for students. Prospective students should know that painting experience isn’t required but was helpful. The course was somewhat time intensive and required some investment of time outside of class to complete work.

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

## ART

Overall quality of the class: 4.78

### Summary:

The best aspect of this class was the open forum it provided for students to explore and express themselves. Students praised the class for encouraging them to think differently, a skill that would be applicable in other classes. Students' complaints focused on the pacing of the course, with perceived issues ranging from classes being too long to not having enough time to complete their works. Some students also disliked course work that focused on the online game "Second Life." Suggestions to improve the course included having the program provide students more material so students wouldn't have to go out of pocket to pay for supplies. Prospective students should know that no prior art experience was required for the class and students had to purchase their own art supplies.

### **AS.371.151.01**

#### **Photoshop/Digital Darkroom**

**Howard Ehrenfeld**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **AS.371.152.01**

#### **Introduction to Digital Photography**

**Howard Ehrenfeld**

Overall quality of the class: 4.40

### Summary:

The best aspect of this class was that it showed students how to properly use their camera and taught them how to use parts of Photoshop. Students also ranked the instructor as one of the best aspects of the class, describing him as "patient," "enthusiastic," and "helpful." Some students, however, thought the class needed better organization and clearer instruction of expectations. Multiple students complained of both subjective grading and a lack of grades until they were well into the semester. Suggestions for improvement included improved organization and a better and faster grading system. Students also requested more feedback both from classmates and the professor on the quality of their photos. Prospective students should know that the class was fun but students needed to stay on top of assignments to avoid being in a rush as the course ends.

### **AS.371.162.01-02**

#### **Black and White : Digital Darkroom**

**Phyllis Berger**

Overall quality of the class: 4.78

### Summary:

The best aspects of the course were the field trips for this photography class, as well as the intimate nature of the small class. Some students thought the once-a-week class was too long and required too much of a time commitment outside of class for them to be able complete assignments. Suggestions for

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improvement included students asking for more constructive criticism from the instructor so they could better improve their skills. Prospective students should know that a general knowledge of photography was helpful but not at all required as the class provided an introduction to photography as well as fun field trips. Furthermore, while the workload wasn't described as extreme, students should expect to work outside of class.

### **AS.371.164.01**

#### **Introduction to Printmaking**

**Larcia Premo**

Overall quality of the class: 3.56

#### Summary:

Students said that the best aspect of the course was the freedom the class gave students to work on a variety of projects and to pick images of their choosing. Some students also found that freedom frustrating as they struggled to pick a print or were unsure if a print was good. Students also reported a lack of supplies, which led to a competition among students over materials. Finally, some students felt the class required more time and effort than they expected for the credits they earned. Suggestions for improvement included clearer instructions on how to complete assignments as well as more resources for students. Prospective students should know that a background in the arts helped but was not required. Students also had to spend a fair amount of time outside of class working to finish their projects.

### **AS.371.165.01**

#### **Location Photography**

**Howard Ehrenfeld**

Overall quality of the class: 4.22

#### Summary:

The best aspects of this class were the field trips students took to varying locations as well as the artistic freedom the class offered. Some students felt that the class could have used clearer direction and instruction while others said they would have liked more feedback from the instructor. Suggestions for improvement included an increased emphasis on one-on-one feedback and instruction. Prospective students should know that the course was fun and was great for people who are into photography.

### **AS.371.167.01**

#### **Lens to Page: The Photographer's Book**

**Phyllis Berger**

Overall quality of the class: 4.13

#### Summary:

The best aspects of this course included the ability for students to be creative as well as to learn more about how to operate Photoshop. Many students felt the class had a heavier workload than they expected while some felt the class had organizational issues as they felt not enough time was spent on important lessons before the class moved on to a new topic. Suggestions for improvements included a greater focus on shooting photos as well as added instruction on how to take better photos. Prospective

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students should know that the course didn't require any prior experience with photography or Photoshop, but students did have to perform some work outside of class.

### **AS.371.168.01**

#### **The Art of Architecture**

**Craig Hankin, Charles Phinney**

Overall quality of the class: 4.44

#### Summary:

The best aspects of this course included the knowledgeable instructor as well as the fact that the class encouraged students to embrace and learn about art. Students expressed a desire that the class offered more in-class time to focus on architectural design. Suggestions for improvement varied from increasing the amount of time to work on designs to tweaking to the class' format to add additional readings. Prospective students should know the class was fun and was a course where one could make mistakes. The class required time and effort and was not a "cake walk."

### **AS.371.303.01**

#### **Documentary Photography**

**Phyllis Berger**

Overall quality of the class: 4.50

#### Summary:

According to students, the best aspects of this course included that the class engaged a different and creative part of their brain which isn't always engaged in other courses, as well as the fact it included a variety of enjoyable field trips. Multiple students felt the class would have been better if individual students could get more hands-on and personal attention from the instructor. Suggestions for improvement included, "more small assignments and more structured practice." Prospective students should realize that there wasn't a great deal of work outside the classroom early in the course, however the workload ramped up as time passed.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
BEHAVIORAL BIOLOGY DEPARTMENT**

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

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

**AS.290.101.01  
Human Origins  
Peter Holland**

Overall quality of the class: 3.83

Summary:

Students felt that the best aspect of this class was the ready availability of the recorded lectures and notes online. They appreciated being able to go back and listen to a lecture again, and felt that the professor was very knowledgeable and interested in the subject. However, students did not like the fact that the only grades in the course came from exams based on memorization skills. Other students felt that the lecture could have used more discussions and multimedia to make classes more engaging. Suggestions for improvement include adding additional opportunities for grading, such as homework assignments or papers. Students also felt that more visual aspects in the lectures would make the slides easier to read and understand. Prospective students should be prepared to read and memorize extensive amounts of information for this class.

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

Overall quality of the class: 4.33

Summary:

Students found the best aspects of this course included the very interesting material covered, as well as the enthusiasm of the professor. However, several students noted that she sometimes went too quickly through the materials, or had to rush through certain topics in order to cover everything in the lecture. Students suggested changing the format of the class to allow more time for discussion and comprehension of the materials. Students also would have liked more graded work assignments to help boost grades. Prospective students would benefit greatly from a background in neuroscience or biology, but neither are necessary, so as long as students pay attention in class and do the readings.

**AS.290.420.01**

## BEHAVIORAL BIOLOGY

### **Human Sexual Orientation**

**Chris Kraft**

Overall quality of the class: 4.79

#### Summary:

Students felt that the interesting materials covered and the engaging discussions were the best aspects of this course. The professor was very approachable and enthusiastic. Some students felt that the course was a bit writing intensive, however, as there were several papers in addition to the exams. Students suggested having fewer papers due during the course. They also wanted more guest lecturers, whom they felt helped keep the course fresh and engaging. Students recommend that prospective students be prepared to attend each lecture, and to actively participate in the class discussions.

### **AS.290.490.01**

#### **Behavioral Biology**

**Peter Holland**

Overall quality of the class: 4.63

#### Summary:

Students felt that the interactivity of each class was the best aspect of the course. They enjoyed the class discussions and the engaging manner of the professor, who was well versed in the materials. However, some students felt that the discussions would sometimes become a little too opinion based, so they suggested spending some of the discussion time analyzing the reading materials in more depth. Students also suggested adding more interactive elements to the assignments, such as film clips to watch with the homework readings. Prospective students should be self-motivated and prepared to complete the readings and work before class so that they can fully engage in the group discussions.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
BIOLOGY DEPARTMENT**

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

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

**AS.020.104.01**

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

Overall quality of the class: 4.13

Summary:

Students praised this course for having an interesting subject matter that spurred “engaging peer discussion.” Issues with the course were few, although some students complained that the experience could be dragged down when some students didn’t do the reading. Suggestions for improvement included adding more varied topics for class discussion. Other students wanted the instructor to have a firmer role in the course either by giving more traditional lectures or guiding the class discussions. Prospective students should know that the class is virtually all discussion based and requires students to be actively engage. Students who didn’t do the reading or weren’t engaged were easy to spot.

**AS.020.106.01**

**Freshmen Seminar: Tuberculosis  
Robert Horner**

Overall quality of the class: 4.56

Summary:

Students praised this course for having an interesting subject matter and having an instructor who brought insight and direct experience to the class. Students had few issues with the course, although some students wished the course was longer and rewarded more credits. Another student thought the course assumed students had detailed knowledge of the immune system. Suggestions for improvement included a desire for lab work involving tuberculosis. Prospective students should know that students found the course accessible, but that some background in biology was helpful.

**AS.020.111.01**

**Freshmen Seminar: The ‘Nobels’ in Medicine and Chemistry  
Ludwig Brand**

## BIOLOGY

Overall quality of the class: 3.92

### Summary:

Students praised this course for having an interesting instructor and for improving students' public speaking skills through classroom presentations. Issues with the course varied with some students finding the course could become tedious if student presentations were boring. Suggestions for improvement included having more structure in the course, particularly a desire for greater clarity of expectations on assignments. Prospective students should know that the course was participation-based, so attendance and engagement were essential.

### **AS.020.135.01**

#### **Project Lab: Phage Hunting**

**Emily Fisher**

Overall quality of the class: 4.88

### Summary:

Students praised this course for allowing students an independent and hands-on experience in a lab setting with approachable instructors who could assist students. However, some students disliked how they could be forced to redo parts of an experiment if things didn't go as planned. Students also found the course ate up a fair amount of their time when working on lab work. Suggestions for improvement included a desire for greater clarity on procedures when performing experiments in the lab. Prospective students should know that students found the course interesting with a manageable workload. Students also found that the course was approachable for non-science majors.

### **AS.020.135.02**

#### **Project Lab: Phage Hunting**

**Joel Schildbach**

Overall quality of the class: 4.92

### Summary:

Students liked the hands-on experience in a lab, and appreciated how the instructors assisted them as needed. However, students disliked needing to start over if an experiment failed, and found that lab work took up a lot of their time. Suggestions for improvement included giving better and more detailed instructions for the lab procedures. Prospective students should know that the workload is about average, and that students found the materials interesting. Students did not need to be science majors to appreciate and understand the materials.

### **AS.020.151.01-02**

#### **General Biology I**

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

Overall quality of the class: 3.92

### Summary:

Students praised how the course had multiple professors leading the class, which they felt kept the class fresh and engaging. However, some students disliked some of the instructors' teaching styles, and other

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students found the course wasn't challenging enough. Suggestions for improvement varied; many students suggested changing how grades were determined, while others wished that some assignments such as BioLit were eliminated entirely. Other students wished exams included more short-answer portions. Prospective students should know that having a background in Biology was helpful, and that the course had a reasonable workload.

### **AS.020.153.01-06**

#### **General Biology Laboratory I**

**Rebecca Pearlman**

Overall quality of the class: 4.01

#### Summary:

Students broadly praised this course for having outdoor labs and for giving students hands-on experience. Students' issues with the course included a dislike for the duration of the three-hour course, and they felt that the final portion of the course was completely filler assignments. Suggestions for improvement included a desire for greater clarity in terms of what students needed to do during lab assignments. Prospective students should know that the course had a decent amount of work, but there was little work that needed to be done outside of class.

### **AS.020.161.01**

#### **Biology Workshop I**

**Rebecca Pearlman**

Overall quality of the class: 4.07

#### Summary:

Students praised this course for having a reasonable amount of work and for allowing students to work in groups. However, some students felt that expectations and instructions were somewhat disjointed. Students suggested adding more organization and more hands-on activities. Prospective students should know that the course was a class worth taking, and that it had a "very low workload."

### **AS.020.305.01**

#### **Biochemistry**

**Emily Fisher, Vincent Hilser, Young-Sam Lee, Kathryn Tift Oshinnaiye**

Overall quality of the class: 3.81

#### Summary:

Students broadly praised this course for having multiple instructors who worked to keep the course interesting and engaging despite its large size. Students also praised the support of student learning through podcasts and instructors who seemed genuinely interested in seeing students succeed. However, students felt that having four instructors led to issues ranging from disjointed instructions to lectures of varying quality. Some students also felt the course covered so much ground that learning felt rushed. Suggestions for improvement included some students wishing the course was taught by one professor, while multiple students stressed the importance of having an instructor or instructors who are comfortable teaching in English. Prospective students should know that the course required some background in biology and chemistry and that regular studying was required to succeed.

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### **AS.020.315.01-10**

#### **Biochemistry Laboratory**

**Robert Horner**

Overall quality of the class: 3.22

#### Summary:

Students praised this course for exposing them to a laboratory environment and that the course was “good at teaching you the basic biochemistry techniques but [was] not overly complicated.” However, many students found the course’s grading system to be unfair as lab work and other assignments represented only a small portion of their grade compared to a final practical exam. Suggestions for improvement included a desire that other assignments have increased weight in determining students’ final grades. Prospective students should know that the course is challenging and competitive, so students needed to be ready to take on denser material.

### **AS.020.329.01**

#### **Microbiology**

**Jocelyne Diruggiero, Emily Fisher**

Overall quality of the class: 4.04

#### Summary:

Students praised this course for having amazing lecturers who went over both molecular and ecological aspects of microbiology. Multiple students found that the first half of the course was more cohesive and effective than the second half. Other students overall found the course involved too much science minutiae. Suggestions for improvement included a desire for speedier feedback on assignments and additional material such as practice exams or actual assignments so students could have a better sense of how well they were doing in the course. Prospective students should know that the course had a manageable amount of assigned reading but stressed attending class and paying attention in lectures was necessary for success in this course.

### **AS.020.330.01**

#### **Genetics**

**Kyle Cunningham, Myles Hoyt**

Overall quality of the class: 3.78

#### Summary:

Students praised this course for having passionate and engaged instructors and for covering subject matter interesting for people interested in medicine or biological sciences. Some students had issues with the course’s exams and homework with students saying there was a disconnect between the two. Suggestions for improvement included a desire for four exams instead of three in order to spread out the course’s workload. Other students wanted additional course notes for the class with some asking for lecturer recordings or lecture notes. Prospective students should know that the course is challenging, but the instructors were very enthusiastic. Students also found that completing the homework and practice problems aided students’ success in the course.

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### **AS.020.334.01**

#### **Planets, Life and the Universe**

**Jocelyne Diruggiero, Naomi Levin, Colin Norman**

Overall quality of the class: 3.74

#### Summary:

Students praised the hands-on experiences in the lab, and described the course as great at establishing the principles of the genetics course. Issues with the course included a complaint that the exams were too hard, so students suggested allowing for more time to complete exams. Prospective students should know that the course informative and enjoyable but noted grading was tough in the course.

### **AS.020.340.01-03; 07**

#### **Genetics Laboratory**

**Carolyn Norris**

Overall quality of the class: 3.51

#### Summary:

Students praised this course for allowing them to tackle interesting experiments and for helping to “establish the principles of the actual genetics course.” Many students found the course to be disorganized with multiple students finding that they were unsure what they would be tested on. Suggestions for improvement included providing greater organization in the course, including clearer instructions for the course’s labs. Prospective students should know that the course paired well with the genetics lecture course, but the course lacked organization and required a decent amount of students’ time.

### **AS.020.379.01**

#### **Evolution**

**Carolyn Norris**

Overall quality of the class: 3.58

#### Summary:

Most students found the instructor very helpful and the course material fascinating. Various students found the course was disorganized, as the date assignments were given and due shifted frequently. Suggestions for improvement included a desire to see greater organization in the class. Prospective students should know that the coursework was manageable, and that the course focuses primarily on human evolution.

### **AS.020.380.01**

#### **Eukaryotic Molecular Biology**

**E. Moudrianakis**

Overall quality of the class: 4.60

#### Summary:

## **BIOLOGY**

Students praised this course for teaching them new ways of thinking about biology. Multiple students had issues with grading, however. Students complained that their grade was determined by two exams, neither of which was returned, leaving them uncertain of what grade they would receive. Suggestions for improvement included a desire for small quizzes or practice problem sets to aid students in preparing for exams and knowing how well they were doing. Prospective students should know that students enjoyed the course however they found that taking good notes was important as the instructor doesn't use PowerPoint slides and the exams are mostly based on information given in lectures.

### **AS.020.420.01**

#### **Build-a-Genome**

**Joel Bader, Jef Boeke, Karen Zeller**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

### **AS.020.441.01**

#### **Mentoring in Biology**

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

Overall quality of the class: 4.85

#### **Summary:**

Students praised this course as a great way to help people by mentoring general biology students. Complaints were few, although some found that not enough students took advantage of the mentoring sessions. Suggestions for improvement included exploring more ways to get students to the mentoring sessions. Prospective students should know that students found the course enjoyable and a great way to help fellow students and build relationships with professors.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
BIOMEDICAL ENGINEERING DEPARTMENT**

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

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

**EN.580.111.01  
BME Modeling and Design  
Eileen Haase**

Overall quality of the class: 3.68

Summary:

Students liked the project-based learning and felt that the group projects allowed them to get to know and work with other BME students. However, many students disliked the workload, feeling that it was too high and required too much work outside of class. Students also found that some projects had unclear instructions which made completing projects unnecessarily hard. Suggestions for improvement included making the lectures more interesting and engaging, and either be reducing the workload or increasing the course’s credit value. Prospective students should know that the course was primarily group based and that some knowledge of biology and physiology was useful.

**EN.580.221.01-05  
Molecules and Cells  
Eileen Haase**

Overall quality of the class: 3.71

Summary:

Students praised this course for covering interesting material in a short time. Students also liked involving multiple instructors. However, some students disliked that while the course covered a great deal of material, it didn’t go into a great deal of detail on each topic. Because of this, students suggested that the course focus change to cover fewer topics in more depth. Prospective students should know that the course was challenging and some prior knowledge of biology or biochemistry was helpful but not required.

**EN.580.311.01  
BME Design Group  
Robert Allen**

## BIOMEDICAL ENGINEERING

Overall quality of the class: 3.94

### Summary:

Students thought that the good aspects of this course were the creative and practical projects that involved dealing with real-world medical issues. Students liked working with experts in their fields, and felt that they gained valuable design experience. Students found that the feedback they received was often erratic and unhelpful, and that there was no rhyme or reason to the grading. Students also thought that the lectures did not provide any real help or important information, and suggested improving lectures with more real-world examples and putting more emphasis on the design process. Students also wanted more feedback and a detailed explanation of the grading system. Prospective students are highly encouraged to take this course to get hands on and practical design experience. Although it requires a large time commitment, students will learn a lot over the course of the semester.

### **EN.580.321.01-04**

#### **Statistical Mechanics and Thermodynamics**

**Michael Beer**

Overall quality of the class: 4.00

### Summary:

Students found that the best aspects of this course included the professor's very clear lectures, the textbook and the interesting materials. Students liked the topics covered and thought that all of the materials and teaching methods worked well together. Students did find that quizzes required more memorization than understanding and that the workload got increasingly heavier over the semester. Students suggested providing answer keys to the study materials and either lightening the workload or dropping the lowest scores. Prospective students should know that the work is doable so long as they attend lectures and keep on top of the reading. The course will be challenging but enjoyable.

### **EN.580.411.01**

#### **BME Design Group**

**Robert Allen**

Overall quality of the class: 4.04

### Summary:

Students loved having the hands-on, real-world experience when they worked on their projects. They found that they got to understand the design process and appreciated being able to work on teams to create something. Students did not like the quizzes and some of the lectures, which they realized did not add to the final project, and were simply busy work that took away from actual engineering time. Students suggested decreasing the number of quizzes and adding in more committee meetings. Students wanted more feedback on their grades, and fewer presentations. Prospective students are highly encouraged to take this course because of the real-world experience and group dynamics. Students must be willing to commit a large amount of time to the course, and be comfortable with presentations.

### **EN.580.413.01**

#### **Design-Team, Team Leader**

**Robert Allen**

## BIOMEDICAL ENGINEERING

Overall quality of the class: 3.91

### Summary:

Students loved the freedom and experience of building something physical to address a real-world problem in the medical field. They thought this course provided an invaluable experience and loved the hands-on approach. They found that the course was somewhat disorganized, and that the grading criteria were confusing and unclear. Students suggested getting rid of the quizzes and providing very clear directions and expectations for assignments. Prospective students should be prepared to commit almost all of their time to this course but are highly encouraged to take the course for the experience.

### **EN.580.420.01**

#### **Build-a-Genome**

**Joel Bader, Jef Boeke, Karen Zeller**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

### **EN.580.421.01-04**

#### **Systems Bioengineering I**

**Natalia Trayanova**

Overall quality of the class: 3.79

### Summary:

Students found that the best aspects of this course were the lectures that were given by professors who are experts in their fields. Students found the variety of BME topics extremely interesting, and they thought that they were exposed to a lot of materials over the semester. Students found the work extremely difficult, and felt that many of the lecturers were fast-paced and difficult to follow. The homework often did not reflect what was taught in class, and grading seemed arbitrary. Students suggested including more homework assignments and shorter exams and quizzes to spread out the materials they were required to study for each assessment. They also wanted more review sections before the exams and wanted the homework materials to reflect the information from the lectures. Prospective students must be prepared for a work-intensive and challenging course. The course is demanding but they will learn a lot.

### **EN.580.423.01-04**

#### **Systems Bioengineering Lab I**

**Eileen Haase**

Overall quality of the class: 3.89

### Summary:

Students liked the hands-on approach of this lab, and felt that applying what they learned in lecture to the labs was the best aspect of this course. Many students found that the exams were difficult, and were not sure how the labs were graded. Students also experienced lab equipment failure, which made it difficult to complete the labs. Suggestions for improvement included providing detailed instructions or

## BIOMEDICAL ENGINEERING

guidelines to explain how things were graded, as well as providing feedback for incorrect answers. Prospective students should be aware that they will be killing frogs in the labs, and that the course load is relatively light. Students are encouraged to take this course concurrently with Systems Bioengineering, as the materials are usually handled at the same time.

### **EN.580.429.01-04**

#### **Systems Bioengineering III**

**Joel Bader**

Overall quality of the class: 3.75

#### Summary:

The good aspects of the course included the professor, who kept the lectures interesting, and the homework, which prepared students for the quizzes and exams. Students liked learning about the mathematical aspects of organic systems, but thought that the lectures often had nothing to do with the homework. Students also found that the homework schedule was erratic, and that the course was somewhat disorganized. Suggestions for improvement included tying the homework and lectures together, including more lectures about the mathematical applications to the theories, and providing an organized study guide at least a week before the exams. Prospective students should use the homework to help them study for exams, and to be prepared for a fair amount of work. Students need to stay on top of the work, but will find the class to be informative.

### **EN.580.441.01**

#### **Cellular Engineering**

**Jordan Green, Kevin Yarema**

Overall quality of the class: 3.86

#### Summary:

The best aspects of the course included the wide breadth of topics covered over the semester. Students found the information interesting, and they thought that they improved their MATLAB skills because of this course. Students found that studying for the exams was mostly a matter of memorization, and believed that memorizing details like long equations that could easily be looked up in the workplace was unnecessary. Students found that the workload in general was too much, especially towards the end of the semester, and suggested reworking the schedule to spread out due dates. Students also wanted the course materials, or at least the exams, to be simplified to focus on big ideas and allow for cheat sheets instead of memorizing everything. Students also wanted the lectures to relate to one another, either through themes, skills, or materials. Prospective students should be prepared for a heavy workload with a lot of memorization. Students need to know MATLAB and basic biology.

### **EN.580.471.01-02**

#### **Principles of Design of BME Instrumentation**

**Nitish Thakor**

Overall quality of the class: 4.05

#### Summary:

## BIOMEDICAL ENGINEERING

Students thought that the best aspect of this course was the challenge project because they liked having the freedom to design and build something. Students thought that this course required much more work than a typical 3-credit course, and that many of the lectures were ineffective. Students suggested reducing the amount of work at the end of the semester and wanted more emphasis on real-world design and practical decision making. Prospective students should be prepared to spend a large chunk of their time doing work for this course, but should know that the course is fun and creative as well.

### **EN.580.580.01**

#### **Senior Design Project**

**Robert Allen**

Overall quality of the class: 3.45

#### Summary:

Students thought that the best aspects of this course included the independent project where they could design and work on a real-life scenario. They found that they got to apply what they'd learned in previous courses to their project. They did not like the quizzes in the course and also found that the lectures were not applicable to their projects. They believed that the course could use more structure and lectures that were tailored towards the students' projects, or get rid of the lectures altogether and simply have check-in meetings with the professor over the course of the semester. Prospective students should be prepared to work on a team outside of class. They should be self-motivated and self-sufficient enough to dedicate the time they will need to work on the project.

### **EN.580.602.01**

#### **Special Topics in Bioengineering Innovation and Design**

**Soumyadipta Acharya**

Overall quality of the class: 4.53

This class had 5 or fewer comments.

### **EN.580.606.01**

#### **The Business of Bioengineering Innovation & Design**

**Lawrence Aronhime**

Overall quality of the class: 4.69

This class had 5 or fewer comments.

### **EN.580.607.01**

#### **Regulation of Medical Devices**

**Soumyadipta Acharya**

Overall quality of the class: 3.47

#### Summary:

Students believed that the best aspect of this course was having access to FDA officials so they could receive feedback and input on their projects. Students liked the lectures, and they found that the

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information they learned was interesting. Some of the lectures were repetitive, so students suggested regulating the speakers to talk on specific, complementary but non-overlapping subjects. Prospective students should be prepared to attend class with questions for the lecturers and take notes on what they learn.

### **EN.580.611.01**

#### **Medical Device Design**

**Soumyadipta Acharya**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

### **EN.580.619.01**

#### **Bioengineering Innovation and Design – Global Health**

**Soumyadipta Acharya**

Overall quality of the class: 4.73

This class had 5 or fewer comments.

### **EN.580.621.01**

#### **Insight Informed Innovation**

**Brandon Craft, Paul Fearis**

Overall quality of the class: 4.73

This class had 5 or fewer comments.

### **EN.580.625.01**

#### **Structure and Function of the Auditory and Vestibular Systems**

**Paul Fuchs, Elisabeth Glowatzki**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

### **EN.580.633.01**

#### **Horizons in Biological Calcium and Voltage Signaling**

**David Yue**

Overall quality of the class: 4.64

This class had 5 or fewer comments.

### **EN.580.639.01**

#### **Models of the Neuron**

**Eric Young**

## BIOMEDICAL ENGINEERING

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **EN.580.641.01**

**Cellular Engineering**

**Jordan Green, Kevin Yarema**

Overall quality of the class: 4.14

This class had 5 or fewer comments.

### **EN.580.771.01**

**Principles of the Design of Biomedical Instrumentation**

**Nitish Thakor**

Overall quality of the class: 4.71

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.250.131.01**

**Topics – Biophysics Research  
Richard Cone, Karen Fleming**

Overall quality of the class: 4.31

Summary:

The best aspects of this course included the light course load and the focus on a variety of different branches in Biophysics that gave students an overview of the field. Freshmen found this course very helpful when they were trying to decide if they wanted to major or minor in Biophysics as the course gave them an in-depth idea of what that might entail. However, some students felt that the lectures were a bit long, or hoped for more details on some of the topics. Suggestions for improvement included providing more of an overview of the Biophysics major at Johns Hopkins, and inviting guest lecturers to speak on different topics over the semester. Any prospective students are encouraged to take this course if they are interested in pursuing a Biophysics major, or if they simply have an interest in the materials. They should know that the course does not require a lot of work and that some background knowledge in Biology is helpful but not necessary.

**AS.250.205.01**

**Introduction to Computing  
Carolyn Fitch**

Overall quality of the class: 4.00

Summary:

Students felt that the best aspects of this course included the topics covered in class and the small class size that made it a comfortable place to ask questions and participate. However, many of the students felt that the course was disorganized, and that the workload was too great for an introductory level course. They also found it difficult to follow the syllabus and to know due dates for assignments because the schedule changed each week. Suggestions for improvement included having more structured lectures that provided detailed information and explained a topic in more depth. Students also wanted fewer assignments that were less complex assignments on a more consistent and evenly spread out schedule. Suggestions for prospective students include having an interest in computer programming,

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and some familiarity with computers. The course load is heavy, but students will learn a fair amount so long as they are willing to put in a lot of time and effort for the course.

### **AS.250.253.01**

#### **Protein Engineering and Biochemistry Lab**

**Carolyn Fitch**

Overall quality of the class: 3.94

#### Summary:

Students found that the best aspects of this course included the lab experiments, which they felt were very interesting and informative. Students really enjoyed the hands-on aspects of this lab and appreciated the many skills they learned during the lab. However, students felt that many of the labs were disorganized and poorly explained, which often made them confusing and time consuming. Suggestions for improvement included breaking the course into two days, one for lecture, one for lab, so that the key concepts and processes for the lab could be fully explained before students started a lab. Students also wanted more structure and requested more detailed information about what was expected of them for each lab and having explicit directions. Prospective students should be prepared for extensive amounts of work. They do not need much prior knowledge of the subject, but should be willing to participate and ask questions when they are confused or want additional clarification of concepts.

### **AS.250.315.01**

#### **Biochemistry I**

**Patrick Fleming**

Overall quality of the class: 4.50

#### Summary:

Students felt that the small class size really helped them get to know their fellow students and participate more in class. They liked the lectures, but felt that the pace was a bit too quick and that they would have liked more time to go over the materials. Suggestions for improvement included increasing the number of review sessions and providing more information during lectures so that students could use their notes to study more effectively. Prospective students should be interested in pursuing a Biochemistry major and be prepared for extensive studying each week.

### **AS.250.345.01**

#### **Cellular and Molecular Physiology**

**Richard Cone**

Overall quality of the class: 4.49

#### Summary:

The best aspects of this course included the interesting lectures and the very likeable professor. Students felt that the information covered was very intriguing, and that the professor's enthusiasm and passion for the subject kept them engaged the entire lecture. However, many students disliked that there was no textbook to use when studying, and felt that the grading was ambiguous because they never knew what the professor wanted or expected for assignments. Students also wished that some of

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the lectures stayed on topic so that they knew what they needed to study for the exams. Suggestions for improvement included providing lecture notes or outlines for review sessions, and including feedback on the homework assignments for studying purposes. Prospective students should be prepared to learn a lot and attend every lecture to ensure they get all of the information they need for the exams. Students do not need background knowledge in the subject, but should be prepared to ask questions as needed and spend a fair amount of time on the homework assignments.

### **AS.250.351.01**

#### **Reproductive Physiology**

**Richard Cone, Barry Zirkin**

Overall quality of the class: 4.58

#### Summary:

Students felt that the best aspects of this course included the variety of contemporary topics discussed during the lectures. They especially liked the guest lecturers, and felt that all of the material presented was interesting and current. However, students disliked that there were only two exams for the entire semester, which they felt heavily impacted their final grades. Suggestions for improvement included breaking the course into smaller classes to promote discussion and conversation. Students also wanted additional opportunities for grades, such as take home tests or homework assignments, or providing more feedback on the exams given and changing some of the short answer questions to multiple choice. Prospective students should be prepared to stay focused in a large class setting, and to pay attention to the lectures in order to take good notes. There is very little work to complete outside of class, so they should be prepared to study hard for the exams.

### **AS.250.353.01**

#### **Computational Biology**

**Patrick Fleming**

Overall quality of the class: 4.48

#### Summary:

The best aspects of this course included the professor's very effective way of teaching, including well organized and detailed lectures that clearly explained key concepts. Students found the labs to be interesting and felt comfortable in the programs by the end of the semester. However, many students found the tests to be unforgiving and difficult, and that the material itself was difficult to grasp at first. Suggestions for improvement included adding in quizzes to help boost grades and teaching students how to create their own programs. Prospective students should be comfortable with coding and programming or the material will be difficult to understand. Students should be prepared for an interesting course with a moderate amount of work.

### **AS.250.381.01**

#### **Spectroscopy and Its Application in Biophysical Reactions**

**Juliette Lecomte**

Overall quality of the class: 4.24

#### Summary:

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Students found that the best aspects of this course included the engaging lectures and the very effective use of the textbook. The professor was knowledgeable about the topic and accessible when students had questions. However, many students found the material to be very difficult and demanding at times, and that it was sometimes hard to apply what was learned to the exams. Suggestions for improvement included providing a more basic breakdown of the concepts in the lectures for better comprehension of the materials. Students also wanted the due dates of different assignments to be spread a little more evenly so that two assignments were not due on the same day. Prospective students should be prepared to complete a heavy workload outside of class. The materials are challenging but interesting, and staying on top of the reading can help students keep up with the lectures.

### **AS.250.421.01**

#### **Advanced Seminar in Membrane Protein Structure, Function & Pharmacology**

**Carolyn Fitch**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
ARABIC DEPARTMENT**

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

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

**AS.375.115.01-03**

**First Year Arabic**

**Fadel Abdallah, Khalil Tahrawi**

Overall quality of the class: 3.33

**Summary:**

Students thought that the best aspects of this course included the small class sizes and the fact that class met every day. They found the course to be in-depth and challenging, mostly because of the large number of vocabulary words they were expected to learn. Students felt that the worst aspect of this course was the pacing, as it went too quickly for many of the beginners, but too slowly for anyone with prior language experience. Suggestions for improvement included adding in more conversational activities without the professors’ guidance so that students could try to complete the exercise with one or both of the professors correcting them mid-sentence. Prospective students should be prepared for a rigorous course where they learn an immense amount of vocabulary. They should be prepared to make flash cards for study purposes and attend class every day.

**AS.375.215.01**

**Second Year Arabic**

**Fadel Abdallah**

Overall quality of the class: 3.89

**Summary:**

Students thought that the best aspects of this course included the cultural context used to teach the language, as well as the professor’s willingness to help struggling students. They liked how much material was covered over the semester, and felt that they learned a lot. However, several students felt that varying levels of students familiarity with the language sometimes made it difficult to have conversations, and that it was difficult to absorb so much vocabulary so quickly. Suggestions for improvement included adding more activities and conversational practice to get away from teaching directly from the book. Students also wanted to see more contemporary media examples, such as movies, television shows, and music. Prospective students should have a solid beginner’s understanding

## CENTER FOR LANGUAGE EDUCATION: ARABIC

of the language and be prepared to take the initiative to study the materials. Students should also be prepared to participate in class and study the textbook closely.

**AS.375.301.01**

**Third Year Arabic**

**Fadel Abdallah**

Overall quality of the class: 3.43

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
CHINESE DEPARTMENT**

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

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

**AS.373.111.01-02  
First Year Heritage Chinese  
Liman Lievens**

Overall quality of the class: 4.78

Summary:

Students thought that the professor was the best aspect of this course, as she was very helpful and patient with students who struggled with the language. Students felt that they learned a lot of vocabulary and basic grammatical concepts over the semester and liked how the exercises helped with memorization. Many students felt that the pace was very quick and the workload intense, especially with the amount of vocabulary they were expected to learn each week. Suggestions for improvement included giving more detailed instructions and explanations on some of the grammatical concepts, and providing more materials to use for studying the language. Prospective students should have some working knowledge of Mandarin Chinese going into the course, and be prepared to memorize and study between 60 to 80 words a week.

**AS.373.115.01-04  
First Year Chinese  
Yi-Chen Chiang, Nan Zhao**

Overall quality of the class: 4.57

Summary:

Students felt that the best aspects of this course included the balance of grammar, vocabulary, and culture in each lesson, and that they felt like they ended the semester with a solid foundation of the language. Students liked both professors and felt that the small class size helped when they worked on conversations and had class discussions. However, many students were not prepared for the amount of work they needed to complete outside of the classroom, and felt that some of the lectures were a bit too fast-paced for beginners. Suggestions for improvement included adding more speaking exercises to the class schedule, and integrating more information about Chinese culture to give additional context for the vocabulary being taught. Prospective students should be prepared for a rigorous and comprehensive semester, and be willing to commit at least 10 hours of study outside of the classroom

## CENTER FOR LANGUAGE EDUCATION: CHINESE

each week. No prior knowledge of the language is necessary and students will have a good grasp of the language upon completing this course.

### **AS.373.211.01**

#### **Second Year Heritage Chinese**

**Aiguo Chen**

Overall quality of the class: 2.50

This class had 5 or fewer comments.

### **AS.373.215.01-03**

#### **Second Year Chinese**

**Aiguo Chen, Nan Zhao**

Overall quality of the class: 4.70

#### Summary:

The best aspects of this course included the vast amount of information covered over the semester, as well as the many interactive activities during class. Students thought that the rigorous pacing and extensive memorization was a challenging but effective way to get them to learn the language. However, many students felt that some of the assignments and quizzes were excessive, and that more time should be given to conversational activities. Students suggested improvement such as more open discussion and conversational opportunities would be helpful, and that fewer quizzes or presentations would give them more time to focus on studying. Prospective students should be prepared to work and study hard and be willing to commit time every day to study.

### **AS.373.313.01**

#### **Third Year Heritage Chinese**

**Aiguo Chen**

Overall quality of the class: 3.75

#### Summary:

Students thought that the best aspects of this course included the cultural context in which the materials were taught and they liked having the chance to participate in conversations and discussions. However, several students felt that there was a large discrepancy between students' prior experiences with the language, and that because there were so many differing levels of ability, conversations were often ineffective. Suggestions for improvement included adding in more grammatical support for struggling students as well as a slower pace of instruction. Prospective students should have a solid proficiency of the language going in as the class is taught almost entirely in Chinese. Students should also be prepared to spend a lot of time outside of the class studying and memorizing the materials.

### **AS.373.315.01**

#### **Third Year Chinese**

**Liman Lievens**

Overall quality of the class: 4.50

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### Summary:

Students thought that the professor was the best aspect of this course because of her proactive interest in trying to help students succeed. Students found the course rigorous and demanding, but they learned a lot of materials and gained a good proficiency over the semester. Students felt that the tests were a bit too challenging and did not always cover what was learned in class. Suggestions for improvement included increasing the number of oral activities and exercises to help with pronunciation and to practice speaking. Students wanted more chances to work with their peers and practice what they were learning in class. Prospective students should have a solid background in the language prior to enrolling in this class. They should be prepared to work and study extensively outside of the class.

### **AS.373.415.01**

### **Fourth Year Chinese**

### **Liman Lievens**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
HEBREW DEPARTMENT**

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

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

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

Overall quality of the class: 3.25

Summary:

Students praised the course for having a small class size which made learning “personal and fun” and made it easy to get personal attention. Some students thought the pace of learning in the class was a bit slow. Other students felt the class unfairly mixed, since some students had some expertise in the language, while others had no history with the language, which hampered learning for both groups. Suggestions for improvement included speeding up the pace of learning in the class room and perhaps providing more opportunities to practice the language during class. Prospective students should know that students found that some expertise in Hebrew was helpful for the class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
HINDI DEPARTMENT**

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

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

**AS.381.101.01-02  
First Year Hindi I  
Uma Saini**

Overall quality of the class: 4.41

Summary:

Students praised this course as a good introduction to Hindi. Students’ issues with the course included students thinking the course was slightly disorganized. Suggestions for improvement varied with some students wishing the course offered more time for students to learn the language and to practice the language in the class. Prospective students should know that students found the course didn’t require any prior knowledge of Hindi but that learning the language required daily dedication.

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

Overall quality of the class: 4.50

Summary:

Students broadly praised the instructor’s passion as the best feature of this course. Some students found the course had substantial amounts of homework, requiring much more work than First Year Hindi I. Suggestions for improvement included a desire by multiple students to slow down the course to allow for more opportunities to practice Hindi in class. Prospective students should know that students found the course moved quickly and students should be prepared for more work than in the first year course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
JAPANESE DEPARTMENT**

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

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

**AS.378.115.01-03**

**First Year Japanese**

**Mayumi Johnson, Satoko Katagiri**

Overall quality of the class: 4.56

Summary:

The best aspects of this course included the frequent conversation opportunities and the vast amount of information covered over the course of the semester. However, students often found the classes to go too quickly, and felt that some of the more difficult grammar aspects could have been reviewed in more depth. Students also found it extremely stressful to learn grammar one day and be quizzed on it the next. Suggestions for improvement included spending more time on areas where students had difficulty, decreasing the number of quizzes to make them more cumulative, and increasing the number of conversation opportunities. Prospective students should be prepared to learn and retain a lot of information in a short period of time. This course is recommended for anyone who wants a concentrated understanding of basic Japanese language and culture.

**AS.378.215.01-02**

**Second Year Japanese**

**Mayumi Johnson, Makikio Nakao**

Overall quality of the class: 4.53

Summary:

Students thought that the best aspects of this course included the daily conversation sessions. They thought that this course provided them with a comprehensive understanding of the language and grammar. However, students did not like the amount of homework or the quizzes. Suggestions for improvement included changing the way the course is graded so that quizzes have less weight than the in-class sessions. Prospective students are encouraged to take this course if they hope to increase their knowledge of the language and culture. They should be prepared for a substantial amount of work both in and outside of the classroom.

**AS.378.315.01**

**CENTER FOR LANGUAGE EDUCATION: JAPANESE**

**Third Year Japanese**  
**Satoko Katagiri**

Overall quality of the class: 4.38

Summary:

The best aspects of this course were the balanced lessons that tested students' reading, writing, listening, and speaking abilities. Students felt much more confident in their grasp of the language and appreciated the small class size. However, some students thought that they did not get enough time to practice the skills they wanted to with their peers, and suggested a more structured class time to permit additional speaking and listening activities. Other students suggested quick reviews of the material to ensure that everyone remembered the grammar, and to focus what they learned on every day Japanese. Prospective students should be prepared to complete the work and get to know their classmates so they can review key words and grammar together.

**AS.378.396.01**  
**Fundamentals of Japanese Grammar**  
**Mayumi Johnson**

Overall quality of the class: 4.71

This class had 5 or fewer comments.

**AS.378.415.01**  
**Fourth Year Japanese**  
**Makikio Nakao**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
KOREAN DEPARTMENT**

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

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

**AS.380.101.01  
First Year Korean  
Choonwon Kang**

Overall quality of the class: 4.63

Summary:

Students thought the best aspects of this course included the fast, but methodical pace. They covered a lot of material but the professor was very good in making sure that everyone knew the information before continuing. Although the amount of content covered was a bit daunting, the biggest problem students had was with the textbook, which had very little English translation. To improve the course, students recommended that there should be a different textbook and more emphasis on conversational activities. Prospective students should be prepared for a rigorous paced but manageable course for beginners.

**AS.380.201.01  
Second Year Korean  
Choonwon Kang**

Overall quality of the class: 4.89

Summary:

The best aspects of this course included the friendly professor and the inviting class atmosphere. Students felt that they learned a lot because of the immersive aspects of this course. Since most of the class was taught in Korean, some students struggled to keep up as they had differing levels of familiarity with the language. Suggestions for improvement included increasing the number of activities and assisting students with less background knowledge of the language. Any prospective students should have taken the first-level course or have a strong understanding of the language before taking this class.

**AS.380.301.01  
Third Year Korean  
Choonwon Kang**

## CENTER FOR LANGUAGE EDUCATION: KOREAN

Overall quality of the class: 4.54

### Summary:

Students thought that the best aspects of this course included the wide range of topics covered, and the effective teaching practices of the professor. The small class size helped students receive personalized feedback and allowed for more conversations and discussions in class. Students found the course to be a bit difficult and that most of the students were at different levels with the language. Suggestions for improvement included adding another course with a more intermediate level of difficulty, as many students felt lost at this level. Any prospective students should know that this course is much more intense than the previous two levels of the languages. They should have a strong background in the language and be willing to study very hard in order to keep up with the rest of the class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
RUSSIAN DEPARTMENT**

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

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

**AS.377.131.01  
Elements of Russian I  
Olya Samilenko**

Overall quality of the class: 4.58

Summary:

Students praised this course for its fast pace. Multiple students felt the course gave them a good foundation of the Russian language, and found the instructor to be clear and engaging. Some students thought the class’ textbook wasn’t well laid out and was confusing, while others thought the early start time for the class wasn’t helpful. Some students recommended holding the class later in the day. Prospective students should know that students found the class to be a good introduction to the language, but noted the regular homework and memorization were important in the course.

**AS.377.208.01  
Intensive Intermediate Russian  
Annalisa Czczulin**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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

Overall quality of the class: 4.20

This class had 5 or fewer comments.

**AS.377.395.01  
Seminar I: The Realists  
Olya Samilenko**

**CENTER FOR LANGUAGE EDUCATION: RUSSIAN**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
CHEMICAL AND BIOMOLECULAR ENGINEERING DEPARTMENT**

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

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

Overall quality of the class: 3.49

Summary:

Students praised this course for having a light workload and for showing students what one could do with a degree in Chemical Engineering. However, students found that the various guest speakers in the course gave lecture of varying quality, with some moving too quickly and others speaking on subjects that didn't necessarily concern students. Students suggested that the course focus more on topics that would be both comprehensible and relevant to students. Some students also asked that the class be changed to emphasize participation and hands-on activities. Prospective students should know that the course wasn't challenging and was a good introduction to careers in the field of Chemical Engineering.

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

Overall quality of the class: 4.18

Summary:

Students praised the course as intellectually challenging with an approachable instructor. Students disliked the course's homework, which they found took a long time to complete. Suggestions for improvement included a desire for a structure for the course, including a chance to go over more example problems with students. Prospective students should know that the course was difficult and challenging, but it was a good introduction to the field.

**EN.540.203.01  
Engineering Thermodynamics  
Michael Bevan**

Overall quality of the class: 3.82

## CHEMICAL AND BIOMOLECULAR ENGINEERING

### Summary:

Students praised this course for covering interesting material and featuring “fun class presentations.” Some students disliked the format of the course, though, saying the instructor over-relied on PowerPoint slides to convey difficult concepts. Suggestions for improvement providing more example problems from the instructors and demonstrations of how to use concepts introduced in lectures. Prospective students should know that the course was tough and required independent studying and problem-solving skills.

### **EN.540.204.01**

#### **Applied Physical Chemistry**

**David Gracias**

Overall quality of the class: 3.54

### Summary:

Students praised this course for covering interesting material and for having a great lecturer who took questions from students. Many students disliked that their final grade was chiefly determined by the course’s final exam. Suggestions for improvement included a desire by more students that the instructor present information in a more linear manner. Students also requested more practice problems so they could better master the material. Prospective students should know that the course didn’t have much homework and that the course closely followed the textbook.

### **EN.540.303.010**

#### **Transport Phenomena I**

**Joelle Frechette**

Overall quality of the class: 4.60

### Summary:

Students praised the instructor, who effectively laid out information during lectures. However, students disliked the difficult math portion of the course. Suggestions for improvement included a desire among students for additional problem sets to help them master the content. Prospective students should know that it was beneficial to have a solid background in calculus and differential equations.

### **EN.540.304.01-02**

#### **Transport Phenomena II**

**Zachary Gagnon**

Overall quality of the class: 3.07

### Summary:

Students liked the interesting topic and having a passionate instructor. Students had various issues with the course; in particular, students found that the instructor was disorganized and failed to provide promised notes to students. Students also disliked that the course didn’t touch upon all the topics it was supposed to before the semester ended. Suggestions for improvement included having graded homework returned in a more timely fashion. Prospective students should know that the course covered interesting material and was challenging but disorganized.

## CHEMICAL AND BIOMOLECULAR ENGINEERING

### **EN.540.305.01**

#### **Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers**

**Rebecca Schulman**

Overall quality of the class: 3.46

#### Summary:

Students praised this course for being an interesting combination of programming and statistics. Students found the course's instructor tended to speak quickly which made lectures boring, but also hard to follow. Students suggested that the instructor to slow down the pace of instruction and find ways to make the class more interactive. Prospective students should know that the course was interesting and gave students a good understanding of how to use MATLAB.

### **EN.540.309.01**

#### **Chemical and Biomolecular Engineering Design Part 1**

**Marc Donohue**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **EN.540.311.01**

#### **Chemical Engineering Lab I**

**Lise Dahuron**

Overall quality of the class: 4.00

#### Summary:

Students praised this course for engaging students' critical thinking skills and for giving them the hands on experience with the equipment and methods they would use in future careers. Students issues with the course varied, but some students felt that the course repeated information taught in earlier courses. Other students had issues getting equipment to work because the equipment was old or malfunctioned. Suggestions for improvement included getting additional preparation before performing labs either by having a session to review the concepts behind the lab, or by having some opportunity for students to get further guidance from the instructor. Prospective students should know that the course required a substantial effort and a large time commitment.

### **EN.540.313.01**

#### **Chemical and Biomolecular Engineering Lab**

**Lise Dahuron**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **EN.540.313.02**

## CHEMICAL AND BIOMOLECULAR ENGINEERING

### **Chemical and Biomolecular Engineering Lab** **Lise Dahuron, An Goffin, Marc Ostermeier**

Overall quality of the class: 3.60

#### Summary:

Students praised the labs that were examples of practical applications of Chemical and Biomolecular Engineering principles, and felt that the labs helped them improve their writing skills. Some students found the multiple instructors in the course led to inconsistent instruction. Students also found the course was time consuming and had a high workload. Suggestions for improvement included providing better guidance from instructors on how to complete assignments. Prospective students should know that the course had a heavy workload and required group work. Students also found they couldn't procrastinate in the course as lab reports required a significant amount of time to complete.

### **EN.540.313.03**

### **Chemical and Biomolecular Engineering Lab** **Lise Dahuron, Marc Ostermeier**

Overall quality of the class: 3.82

#### Summary:

Students praised the course's labs, which pulled together knowledge students had gained throughout their time at the school. Students' issues with the course included finding that some of the equipment didn't work correctly, while another student disliked not learning how to use all of the equipment. Suggestions for improvement included providing access to and instruction for newer equipment. Prospective students should know that the course was challenging and that it tested much of what they had learned in earlier courses.

### **EN.540.313.04**

### **Chemical and Biomolecular Engineering Lab** **An Goffin**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **EN.540.400.01**

### **Project in Design: Pharmacokinetics** **Marc Donohue**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **EN.540.401.01**

### **Project in Design: Alternative Energy** **Marc Donohue**

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Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **EN.540.409.01-04**

#### **Modeling Dynamic/Control**

**An Goffin**

Overall quality of the class: 3.92

#### Summary:

The professor was one of the best aspects of this course. Students thought that she taught the materials thoroughly, and that many of the materials discussed in class were put into real-world context, which made the information easy to grasp. Students did believe that the lab was a bit incongruous as it did not apply to what they learned in the lecture. They also thought that the lectures relied too heavily on the textbook, so they recommended using a different, more up to date book instead. They also thought that the lab should be updated and moved to earlier in the semester. Prospective students should read the materials before class and attend every lecture to hear all the details that may end up on the exams. The homework is relatively easy, if heavily focused on math.

### **EN.540.418.01**

#### **Projects in Design of a Chemical Car**

**Lise Dahuron**

Overall quality of the class: 4.36

#### Summary:

Students liked the hands-on aspect of this course, and enjoyed applying what they knew to design, create and experiment on their own. They liked being able to set their own schedules and work outside of the class with others on their team. The only real complaint that students had was that it was often difficult to find a time that worked with everyone's schedule, which often led to miscommunication and students scrambling to figure out ways to deal with the problems that arose. Suggestions for improvement included setting a lab time that students would be required to attend and meet with group members. Prospective students should be prepared to spend a significant amount of time on this project, and they should have a flexible enough schedule to meet with their group members on a regular basis. It is helpful if students have some background knowledge in chemistry, electrical engineering, CAD, and research skills.

### **EN.540.426.01**

#### **Biomacromolecules at the Nanoscale**

**Denis Wirtz**

Overall quality of the class: 3.84

#### Summary:

The best aspects of this course included having a professor who was actively engaged with the materials and genuinely interested in helping students. Students liked the freedom they had when writing the

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paper, and they thought that they gained a lot of insight on some interesting materials. Students did not like how frequently class was cancelled, and they thought that the lack of feedback did not give them a firm idea of how well they were doing over the semester. Students suggested the instructor increase the number of graded assignments so that students could receive more feedback, as well as additional instructions on their papers. Prospective students should be aware that their entire grade is based on a single paper, which is challenging and requires background knowledge of writing science papers. The course covers a lot of interesting material, and is highly recommended.

### **EN.540.428.01**

#### **Supramolecular Materials and Nanomedicine**

**Honggang Cui**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

### **EN.540.490.01**

#### **Chemical Laboratory Safety**

**Lise Dahuron, Daniel Kuespert**

Overall quality of the class: 3.25

#### Summary:

Students thought that the best aspect of this course was the professor, who was passionate about the subject and accommodating with students' schedules. Students believed that they learned a tremendous amount about what could happen when safety procedures weren't followed, and they thought that all of the information they learned was practical and applicable to future lab experiences. Some students found that much of the material covered was either common sense or was easy enough to learn outside of class. Students also thought that the group work was awkward due to large group sizes, and that it felt more like busy work than anything to test their understanding of the content. Students also wanted fewer documents and more media about safety, such as videos and online activities. Prospective students should know that the course is fairly easy, although there is some work that needs to be completed. The course will provide them with the background they need in lab safety and prepare them for future lab work.

### **EN.540.602.01**

#### **Metabolic Systems Biotechnology**

**Michael Betenbaugh**

Overall quality of the class: 3.35

#### Summary:

The interesting content and the passionate professor were some of the best aspects of this course. Students liked how practical the information was, and liked being able to apply the methods covered in class to metabolic systems. Students found that the lectures were sometimes quite long, and that the materials were not explored as deeply as they would have liked. Students also disliked how much of the information for homework had to be learned on their own with the textbook, and they wished that the instructor worked through more example problems. Suggestions for improvement included having more

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in-depth lectures that relate to real-world situations with practice problems as well as modeling and calculation. Students also thought that the course would be better taught over two days instead of once a week with weekly homework assignments. Prospective students should be familiar with MATLAB, biochemistry, and some algebra. Students interested in the field of metabolic engineering will find this to be an interesting class.

### **EN.540.615.01**

#### **Interfacial Science with Applications to Nanoscale Systems**

**Joelle Frechette**

Overall quality of the class: 4.24

#### Summary:

The professor was the best aspect of this course, as students found her to be well organized and accommodating with students who had trouble with the materials. Students found that the topics were discussed well in both depth and breadth, and the all of the materials covered were given concrete examples and applications to real-world scenarios. Students found that the homework and exams were often difficult and that they did not precisely relate to the materials covered in the lecture. Students suggested covering some of these problems in the lectures and shortening the length of the homework assignments. Prospective students will find the course challenging and rigorous, but the materials are rewarding, and the professor is always willing to help when questions are asked. Students should have some background knowledge of calculus, chemistry, and physics.

### **EN.540.619.01**

#### **Project in Design: Alternative Energy**

**Marc Donohue**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

### **EN.540.626.01**

#### **Biomacromolecules at the Nanoscale**

**Denis Wirtz**

Overall quality of the class: 3.82

#### Summary:

Students thought that writing the science paper was the best aspect of this course. They found the professor was engaging, and that his lectures had a lot of useful information. They did not like how rarely the professor showed up and believed that the course overall lacked structure and direction. They suggested improving the course with a clear syllabus and improved communication from the professor. Prospective students should be prepared to complete the readings and go to lectures, which are interesting, if sporadic.

### **EN.540.628.01**

#### **Supramolecular Materials and Nanomedicine**

**Honggang Cui**

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Overall quality of the class: 4.09

### Summary:

Students loved the up-to-date and engaging the materials that were discussed in class. Students also liked how willing the professor was to meet and talk with them outside of class about the materials because of his passion for the subject and his desire to see students succeed. Students did not like the exams which they thought required memorization of small details. They also did not like the fact that their final papers were peer reviewed, which they found led to more subjective grading. Suggestions for improvement included holding group discussions about the readings and changing the grading methods for the final papers. Students also wanted the polymer lectures either removed or altered so that they were grounded at a lower level of thinking. Prospective students should have some knowledge of biochemistry and polymer science, and be comfortable working and thinking at a high level. Students will learn a tremendous amount about current technologies, if they stay on top of the readings and attend the lectures.

### **EN.540.630.01**

#### **Thermodynamics, Statistical Mechanics, and Kinetics**

**Chao Wang**

Overall quality of the class: 2.85

### Summary:

Students found that the professor's flexibility and willingness to work with students to ensure that they understood the materials was one of the best aspects of this course. Students found the materials challenging but interesting and liked the overall structure of the course. Students found that the professor often did not know the materials, or introduced errors in the problems presented on the board. Students also disliked that class started early and went over, and that the professor insisted on teaching during finals week. Students suggested having the professor rework the course to adhere to a strict schedule and syllabus with content that could be covered within the time allotted for class. Students also wanted less homework and different textbooks to use. Prospective students should be prepared for time-intensive homework with strict grading. The course has difficult materials and students would benefit from previous knowledge of calculus and thermodynamics.

### **EN.540.652.01**

#### **Advanced Transport Phenomena**

**Zachary Gagnon**

Overall quality of the class: 4.03

### Summary:

The best aspects of this course included the professor and the engaging materials covered over the semester. Students believed that the professor was concise and thorough in his lectures, and that he was able to keep students engaged through the challenging but interesting materials. Students found the grading to be inconsistent and confusing and disliked the lack of feedback. Students found that they were unprepared for the exams, and that the lectures could be disorganized. Suggestions for improvement included providing more timely feedback and better lecture notes to help students prepare for exams. Students also wanted the lecture notes to be posted promptly after the lecture was

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over as well as additional office hours to meet with the professor. Prospective students should be prepared for a heavy workload and take time to complete all of the practice problems. They should have some background knowledge in MATLAB, ODEs, PDEs, transport, and math.

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FALL 2013  
CHEMISTRY DEPARTMENT**

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

Overall quality of the class: 3.30

Summary:

Students found the best aspects of this class included the online homework assignments and problem sets, which students said helped them understand the concepts. However, some students found the lectures to be boring and wished the lecture slides were posted online. Students also disliked the class' large lecture size and the fact the class lacked interactive activities. Suggestions for improvement included having the instructor post his lecture slides and notes online so students could study off them or view them if they missed class. Prospective students should know the course was a good introduction to Chemistry but that it was math intensive and required students to be independent learners as well.

**AS.030.101.02  
Introductory Chemistry I  
D Fairbrother**

Overall quality of the class: 3.78

Summary:

The best aspects of this course included the professor who was described as engaging and the online resources and homework that was available, students said. Some students felt the large lecture style of the class wasn't helpful for learning and complained that the professor could go over material too quickly. Suggestions for improvement included having more hands-on activities for students or problem solving in class. Some students also requested a reduction in class size to allow more one-on-one learning opportunities. Prospective students should know that a background in Chemistry was helpful for succeeding in the class, however with attention and time students were able to be successful.

**AS.030.103.01-03  
Applied Chemical Equilibrium and Reactivity with a lab  
Jane Greco**

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Overall quality of the class: 3.52

### Summary:

The best aspects of this course included the professor, whom multiple students described as friendly and passionate about the topic. Some students had issues with the organization of the class with some feeling that important topics were rushed through or not thoroughly discussed in the lecture, while others felt lectures would jump around without a clear structure. Suggestions for improvement included changing the pace of the class as well as providing student with additional resources such as lecture recordings and additional practice problems. Prospective students should know the class was fast paced and a background in Chemistry prior to taking the course was helpful.

### **AS.030.105.01-06**

#### **Introductory Chemistry Lab I**

**Louise Pasternack**

Overall quality of the class: 3.36

### Summary:

According to most students, the best aspect of this course was the hands on experience they got performing experiments in a laboratory environment. Many students felt the class had a significant workload and in particular that the amount of work was greater than the amount of credits they received for the course. Suggestions for improvement included either increasing the number of credits the class is worth or decreasing the workload. Students also requested clearer directions on their work. Prospective students should know students felt the class required a significant amount of time and that they need to be “extremely” accurate in their answers.

### **AS.030.112.01**

#### **Chemistry with Problem Solving I**

**Gerald Meyer**

Overall quality of the class: 3.81

### Summary:

The best aspect of this class was the ability to work on chemistry problems and concepts with a professor. Students described it as a good stress-free opportunity to improve their skills in a small-class setting. Complaints about the class were few, with some students saying that the class sometimes felt slow, could be too short, or felt too laid back. Suggestions for improvements included having the course be in better sync with other Chemistry courses or if the class size were even smaller to allow for more one-on-one attention. Prospective students should know that this class was a great resource to students who were new to or struggling with concepts covered in Chemistry courses.

### **AS.030.205.01**

#### **Organic Chemistry I**

**Christopher Falzone**

Overall quality of the class: 3.96

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### Summary:

Students thought that the best aspect of this course was the challenging but very interesting information discussed during lectures. Students found the professor to be very good at explaining difficult concepts, and appreciated that he posted so many materials online for them to use as study guides and to gain additional insight into the materials. Students liked the weekly pop quizzes that helped them stay fresh on the materials and felt that his exams were very fair and straightforward. Students did not like that they had to read the book before class in order to understand the lecture, and many were stressed by the amount of time they had to put in outside of class. Suggestions for improvement included adding another day of lectures or section so that concepts can be taught at a slower, more detailed pace. Prospective students should be highly dedicated and self-disciplined enough to read extensively and learn the materials on their own. It is a challenging but manageable course if students are willing to spend the time studying and asking the professor for help. It is highly recommended that students have a solid background in chemistry before taking this course.

### **AS.030.205.02**

#### **Organic Chemistry I**

**Craig Townsend**

Overall quality of the class: 2.98

### Summary:

Students felt that the best aspect of this course was the very interesting, if very challenging subject matter. Students liked the weekly quizzes that helped them stay on top of the materials, and felt that the sections were helpful in reviewing and further explaining the materials. Many students did not like that they were expected to have read the book before class, however, and that having a substitute teach was confusing because materials were repeated or skipped entirely. Suggestions for improvement included ensuring that the professor would be there for the duration of the entire semester, and creating a course syllabus that clearly outlined what was going to be taught on what day. Students also wanted more readily available study materials, such as homework assignments, past exams, or additional exercises to help them prepare for the exams. Prospective students should be prepared to study very hard for many hours every single day, and be aware that they will mostly be learning the materials on their own. Students must have a basic chemistry background and be organized and self-motivated enough to keep up with the reading to stay on top of the materials.

### **AS.030.225.01-06**

#### **Introduction to Organic Chemistry Lab**

**Larissa D'Souza**

Overall quality of the class: 3.70

### Summary:

Students felt that the best aspects of this course included the professor's clear passion and love of the subject matter and the labs that were both interesting and fun. Students felt that they learned a lot by being able to recreate the reactions discussed during the lectures. However, students found the grading system to be unclear, as they were tested and graded in a way that contradicted what was laid out on the syllabus. Students also felt that the exams were overly difficult because they required memorization of unimportant details. Suggestions for improvement included providing more feedback on tests, labs, and in emails in order to help students know where they went wrong. They also felt that clearer

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instructions as to what was expected would clear up confusion about the grading system. Prospective students should be prepared for engaging but challenging labs that correspond to the concepts taught in the lecture course. Tests can be difficult and grading somewhat unclear, but students should do well if they study hard, ask questions when needed and have a basic understanding of Organic Chemistry.

### **AS.030.225.06**

#### **Introduction to Organic Chemistry Lab**

**Jane Greco**

Overall quality of the class: 5.00

#### Summary:

Students felt that the best aspect of this course was the small class size, which allowed students to get personalized assistance from the professors. They loved the collaborative nature of the labs, and felt that everyone worked well together. There were few complaints about the course, only that they often went over the allotted lab time, but there still wasn't enough time to design another, more elaborate projects. Suggestions for improvement included shortening the labs or extending the lab period so that experiments could be completed on time. Students also wanted more opportunities for independent investigation projects. Prospective students should be passionate about Chemistry and interested in designing and carrying out their own experiments. Students should always go to lab prepared and willing to stay until the experiment is complete.

### **AS.030.301.01**

#### **Physical Chemistry I**

**David Draper**

Overall quality of the class: 4.36

#### Summary:

Students praised the course's instructor for working to make the course's material easier to understand. Students also praised the instructor for insuring the class lectures were in sync with assigned readings. Some students found the course's subject matter to be challenging. Suggestions for improvement included adding additional practice problems so students could test what they've learned. Prospective students should know that students found the course to be challenging and math intensive, and found that studying and keeping up with assigned reading was important for success.

### **AS.030.305.01**

#### **Physical Chemistry Instrumentation Laboratory I**

**Arthur Bragg**

Overall quality of the class: 3.11

#### Summary:

Some students praised this course for providing an insight into both how to work in a lab and how to write scientific reports. Students broadly expressed frustration with the high workload of the class. Students also found that the lectures didn't sync up with the experiments they carried out so that they often had to teach themselves the science behind an experiment before carrying out the lab. Suggestions for improvement included a desire for the course to be less ambitious and more focused,

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suggesting that the course should be broken up into more focused pieces. Prospective students should know that students broadly called the course one of the most time consuming courses they had taken at Johns Hopkins. Students found they had to work independently and well in advance of deadlines in order to be successful.

### **AS.030.356.01**

#### **Advanced Inorganic Lab**

**Justine Roth**

Overall quality of the class: 3.50

#### Summary:

Students praised this course for involving interesting hands-on laboratory experiments. Some students found the lectures were a disorganized and didn't sync up with what they were doing in the lab. Suggestions for improvement included a desire by some students to have clearer expectations for their lab reports as well as a desire to have feedback on assignments being assigned new ones. Prospective students should know that completing good quality lab reports took time and students needed to budget sufficient time in order to be successful in the course.

### **AS.030.449.01**

#### **Chemistry of Inorganic Compounds**

**Gerald Meyer**

Overall quality of the class: 3.64

#### Summary:

Students praised this course for covering interesting topics and building upon the knowledge they had gained in earlier chemistry courses. Perceived issues with the course included some students feeling the lectures weren't as productive as they could have been. Suggestions for improvement involved having the instructor use the blackboard and complete the demonstrations in class rather than presenting the information via PowerPoint. Prospective students should have a solid background in chemistry.

### **AS.030.452.01**

#### **Materials & Surface**

**D Fairbrother**

Overall quality of the class: 3.92

#### Summary:

Students praised the instructor for offering an informative class and always being prepared. Some students thought the class lacked timely feedback for assignments. Other students thought the fact that the instructor presented valuable information via an overhead projector and didn't make copies of the information available to students made it difficult for students to take notes. Suggestions for improvement included providing copies of each class' presentation to students. Other students thought additional guidance for how to successfully complete the course's homework would be helpful. Prospective students should know that students described this course as a difficult course that covers some "high level" material but "very little previous knowledge is presumed."

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### **AS.030.625.01**

#### **Advanced Mechanistic Organic Chemistry I**

**Marc Greenberg**

Overall quality of the class: 4.57

#### Summary:

Students broadly praised the course's instructor who was described as being engaging, knowledgeable, and having a good sense of humor. Some students felt the homework either didn't sync up with lectures or simply wasn't worth enough points. Suggestions for improvement included offering a review session before exams. Prospective students should know that students found that having a strong background in higher-level chemistry courses was helpful in completing this course.

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FALL 2013  
CIVIL ENGINEERING DEPARTMENT**

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- 4-Good
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**EN.560.101.01  
Freshman Experiences in Civil Engineering  
Rachel Sangree**

Overall quality of the class: 4.50

**Summary:**

Students praised this course as being a good introduction to engineering topics, and liked that it featured a variety of interactive activities. However, some students thought they hadn’t learned any key aspects of Civil Engineering. Suggestions for improvement included creating more hands-on activities. Prospective students should know that the course had a small workload and was a great introduction to Civil Engineering.

**EN.560.201.01-06  
Statics and Mechanics of Materials  
Takeru Igusa**

Overall quality of the class: 3.22

**Summary:**

Students praised this course which emphasized self-learning, had a low workload, and interactive projects. Still, some students found that the course wasn’t challenging enough. Others disliked that the extensive amount of material that was provided online made it unnecessary to attend lectures. Suggestions for improvement included making the lectures more interactive and geared towards students’ success. Prospective students should know that the course’s exams closely mirrored its homework and the class’ lectures were relatively unimportant for academic success.

**EN.560.220.01  
Civil Engineering Analysis  
Judith Mitrani-Reiser**

Overall quality of the class: 3.70

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### Summary:

Students praised this course for providing students' knowledge of useful tools such as MATLAB, however, many students had issues with a lack of timely feedback on homework assignments. Students also found the homework could be difficult or tedious. Suggestions for improvement included a desire for less homework as well as faster grading of assignments. Prospective students should know that students found that knowledge of math and programs such as MATLAB were helpful for success in the course.

### **EN.560.305.01**

#### **Soil Mechanics**

**Lucas De Melo**

Overall quality of the class: 3.80

### Summary:

Students praised this hands-on course and its engaging and approachable instructor. However, some students disliked the lack of organization in the course. Suggestions for improvement included a desire for weekly homework assignments in order to help students master the coursework. Prospective students should know that this course was interesting with an engaging instructor. Students also found the course gave a good background on soil mechanics and other important topics in engineering.

### **EN.560.320.01**

#### **Structural Design I**

**Rachel Sangree**

Overall quality of the class: 4.75

### Summary:

Students' praised the effective instructor who could eloquently explain concepts to students. Despite this, some students found the course had a heavy and tedious workload, especially homework. Students suggested adding more structure, since some students found it hard to follow the differences in steel design and concrete design. Prospective students should know that the course would help improve students' design skills but students had to be neat and organized in order to be successful.

### **EN.560.440.01**

#### **Applied Finite Element Methods**

**Narutoshi Nakata**

Overall quality of the class: 4.23

### Summary:

Students liked the interesting material and the instructor who was both well organized and helpful. However, some students wished the course was more challenging, and felt that the lectures could be boring. Suggestions for improvement included focusing more on instructing students on how to use software used in the industry. Prospective students should know that the course is a good introduction to finite elements methods, and while classes could be boring, students found the instructor was good at explaining the topic and answering questions.

### **EN.560.445.01**

## CIVIL ENGINEERING

### **Advanced Structural Analysis**

**James Guest**

Overall quality of the class: 4.30

#### Summary:

The best aspects of this course included giving students useful programming experience as well as increasing their familiarity with MATLAB. Some students found the assignments time consuming. Suggestions for improvement included a desire that the course be slowed down or students be provided additional lectures or other opportunities to work on mastering the material. Prospective students should know that students found the course was difficult and found that some knowledge of software such as MATLAB was helpful.

### **EN.560.451.01**

#### **Civil Engineering Design I**

**John Matteo**

Overall quality of the class: 3.78

#### Summary:

Students thought the class field trip to Wisconsin to examine a building the group was redesigning was a highlight of the course because it allowed students to connect classroom learning with the real world. However, some students felt that the instructor didn't have a firm grasp on control in the classroom, which could lead to students getting out of hand. In addition, some students disliked that the course and assignments seemed to lack firm goals and deadlines. Suggestions for improvement included implementing more structure into the class so that it could cover more information or bring in additional speakers. Prospective students should know that students found the course's workload was light and the atmosphere was laid back. Drawing skills were found to be helpful but not necessary.

### **EN.560.604.01**

#### **Solid Mechanics for Structures**

**Lori Graham-Brady, James Guest**

Overall quality of the class: 4.50

#### Summary:

Students praised the instructor for a "crystal clear introduction of the contents of the course." However, some students found there was a disconnect between what was taught in lectures and what was tested in the course's homework assignments. Some students also found the instructor hard to reach outside of lectures. Suggestions for improvement included a desire that the instructor include multiple real-world examples to help illustrate topics. Some students also thought that since the course was a graduate-level course, subjects could have been covered faster to allow students to explore more material.

### **EN.560.630.01**

#### **Structural Dynamics**

**Michael Shields**

## CIVIL ENGINEERING

Overall quality of the class: 4.11

### Summary:

Students praised this course for covering a “wide range of topics at very good depth” and appreciated how the instructor crafted a class that was well organized and in sync with the course’s textbook. However, some students found the course covered too much and too quickly during lectures making it hard to follow along. Suggestions for improvement included a desire that the instructor spend more time during lectures going over sample problems with students to make sure they understood the concepts. Prospective students should know that students found the course challenging and time consuming, but that by the end of the semester they had learned a lot.

### **EN.560.640.01**

#### **Advanced Systems Engineering: Concept, Design, Development and Integration**

**Thomas Speller**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

### **EN.560.660.01**

#### **Modeling Complex Systems Colloquium**

**Lori Graham-Brady**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **EN.560.682.01**

#### **Introduction to Water Wave Mechanics**

**Robert Dalrymple**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **EN.560.772.01**

#### **Non-Linear Finite Elements**

**Somnath Ghosh**

Overall quality of the class: 3.86

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.040.105.01  
Elementary Ancient Greek  
Timothy Smith**

Overall quality of the class: 4.33

Summary:

The best aspects of the course were the interesting subject, learning an ancient language, and the instructor who kept the class engaging. Many students said the class workload was vigorous and came with a “massive” amount of homework. Some students felt the course could have been improved by lessening either the amount or pace of the work, or perhaps even by extending class periods. Prospective students should realize that the class was demanding and required students to budget time for regular study and memorization.

**AS.040.107.02  
Elementary Latin  
Jessica Lamont**

Overall quality of the class: 4.43

Summary:

The best aspects of this course were the small class size and the instructor who was helpful to students even if they were struggling. Some students felt the amount of work was high and that the language itself was tough to grasp. Suggestions for improvement included spending more time working on translations and possibly spending more time or going slower on learning the language. Prospective students should realize that learning Latin was difficult and required homework and studying outside of class in order to be successful.

**AS.040.107.03  
Elementary Latin  
Maren Mueller**

Overall quality of the class: 4.50

## CLASSICS

### Summary:

The best aspect of this course was the instructor who was described as a patient teacher who structured the course to correspond to how well students were picking up the material. Students thought the course was heavy on homework and bookwork to the point where some felt it was time consuming. Suggestions to improve the class included having the workload varied or slowed down, while other students asked for the ability to place out of the class if they could prove some proficiency with the language. Prospective students should know that the course was fast paced and required a good amount of work outside of the classroom in order to become proficient.

### **AS.040.133.01**

#### **Heroes: The Ancient Greek Way**

**Silvia Montiglio**

Overall quality of the class: 4.13

### Summary:

The best aspects of the class were the passionate instructor as well as the subject matter itself which varied from epic poems to Sophoclean tragedies. Issues with the class varied with multiple students complaining that the large class size didn't lend itself to in-class discussions of the work, while others felt the subject matter was boring or covered so broadly that the class didn't dig deep enough into the subject. Suggestions for improvement included adding more quizzes and other tests to the curriculum to make students' grades less dependent on the final and midterm. Others suggested including fewer works in the class to allow for more time to be spent on each one while others advocated a smaller class size. Prospective students should know that no knowledge of classical Greek mythology or language was required though it was helpful and the class did require a bit of reading.

### **AS.040.201.01**

#### **Digging Up the Gods: The Archaeology of Roman Sanctuaries**

**Genevieve Gessert**

Overall quality of the class: 4.11

### Summary:

The best aspects of this course included the compelling subject matter as well as the handling of artifacts, students said. Difficulties in the class existed with some students finding the workload burdensome while others complained of repetition in assignments. Multiple students requested a reduction in the number and length of work and reading assignments. Students felt that slashing such work could lead to improved group discussions because more people would be able to finish the assigned reading. Prospective students should realize the course had a good amount of assigned reading however class attendance was equally important as the instructor explained the information more thoroughly than the reading assignments.

### **AS.040.207.01**

#### **Intermediate Latin**

**Daniel Dooley**

Overall quality of the class: 4.75

## CLASSICS

### Summary:

The best aspects of the course included the translations in class as well as the opportunity for students to work cooperatively in class on reading assignments and group discussions. Some students thought the large amount of material covered made it difficult to know what to prioritize for exams and memorization. Students thoughts on how to improve the class included offering students either a more structured review of Latin or additional opportunities for students to get together and study. Prospective students should realize that this was a challenging course and a solid background in Latin grammar was needed to be successful.

### **AS.040.308.01**

#### **Advanced Latin Poetry**

**Herica Valladares**

Overall quality of the class: 3.40

This class had 5 or fewer comments.

### **AS.040.367.01**

#### **Memory and Oblivion: Rewriting the Past in Ancient Rome**

**Laura Garofalo**

Overall quality of the class: 4.33

### Summary:

Students praised this course for its mixture of in-class discussions with field trips that helped to expand the group's knowledge of ancient Rome. Many students complained that the course had too many writing assignments and that some of the items duplicated one another. Suggestions for improvement included adding greater variety to the course experience such as by cutting down the reading requirement and adding in more field trips or adding PowerPoint presentations when discussing artwork. Prospective students should know that knowledge of Roman History wasn't required to do well though such background information helped.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
COGNITIVE SCIENCE DEPARTMENT**

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

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

**AS.050.101.01**

**Cognition**

**Colin Wilson**

Overall quality of the class: 3.85

Summary:

Many students felt that the best aspect of this class was the interesting subject matter covered in the lectures. Students noted that they went into depth about several different topics, which they felt really helped them understand the materials. However, some students felt that the lectures could get boring, and suggested including visuals like pictures and short film clips to break up the lecture. Other students liked the fact that the professor was open to discussion, but felt that it would have been more effective to split the class into smaller sizes. Prospective students do not need to have any previous knowledge, but should be able to focus in a large lecture setting and be willing to participate in discussions about the materials. The concepts are challenging and still relatively new, so students should be open to theoretical examples and data.

**AS.050.206.01**

**Bilingualism**

**Julia Yarmolinskaya**

Overall quality of the class: 4.04

Summary:

Students found the topic to be the best aspect of this course, and felt that the professor was very knowledgeable about her subject. However, many students felt that the lecture was a bit too long, and suggested having two classes instead of the one to break up the materials. They also wanted more time for discussions and to go more in depth over the readings. Prospective students are advised to have some working knowledge of cognitive science and to be prepared for each class by completing the reading assignments each week.

**AS.050.319.01**

**Visual Cognition**

## COGNITIVE SCIENCE

### **Soojin Park**

Overall quality of the class: 4.35

#### Summary:

Students found the subject matter and the professor to be the best aspects of this course. They appreciated the professor's extensive expertise in the field, as well as her willingness to help students succeed by answering questions and clarifying confusing topics. Students especially loved the small class size, which made it more comfortable to ask questions and discuss the materials. However, students often found the information on the slides challenging and difficult to interpret, and felt that some of the quizzes and exams were very difficult. Suggestions for improvement included narrowing down the topics discussed in the class to allow deeper analysis. Other students wanted more detailed PowerPoint slides and more guidance for the final paper. They advised prospective students to have some familiarity with cognitive science, and that the reading assignments needed to be completed for each class.

### **AS.050.333.01**

#### **Psycholinguistics**

#### **Akira Omaki**

Overall quality of the class: 4.07

#### Summary:

Students felt that the professor's effective teaching strategies and the informative labs were some of the best aspects of this course. Students found it very easy to learn the difficult concepts, and appreciated the open discussions that allowed them to ask questions about the materials. However, students did not like the quizzes every week as they felt they were an unnecessary added stress to the workload. Students suggested making the quizzes worth less of the final grade, and having them include information taught in class as well as the homework assignments. Prospective students would benefit greatly from a background in linguistics or cognitive science. Students should also be prepared to read extensively and participate in class discussions.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
COMPUTER SCIENCE DEPARTMENT**

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

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

**EN.600.315.01**

**Databases**

**David Yarowsky**

Overall quality of the class: 3.04

Summary:

Students believed that the best aspects of this course included learning languages like QBE and SQL. They believed that the things they learned would be useful in real world situations and that they understood how to manipulate databases. Students disliked how long it took to get feedback on their work and believed that the workload was excessive. They also found that the lectures lacked depth and were tedious. Students suggested assigning smaller, more frequent homework assignments that could quickly be returned with feedback. Students also wanted more engagement in the lectures, such as class discussions or multimedia. Prospective students should be prepared for a challenging and work-intensive course. They should know programming and be prepared to learn additional languages.

**EN.600.321.01**

**Object Oriented Software Engineering**

**Scott Smith**

Overall quality of the class: 4.26

Summary:

The best aspect of this course was that students were able to choose and create their own projects for the class. Students liked the hands-on aspect of the course, and thought that they got the support they needed to complete their projects. Students found that many of the other assignments they had in class were peripheral and did not directly relate to their final project. They believed that the workload was significant and cut into the time they had to work on their projects. Students suggested reworking some of the lectures to provide more practical examples of techniques and focusing less on Java and UML to spend more time on generalized situations. Prospective students should be aware that the workload is intense and should get started on the project as soon as possible so that they have the entire semester to build and test their projects. Because the project is group based, students will need to find members they can rely on to pull their weight.

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### **EN.600.357.01**

#### **Computer Graphics**

**Michael Kazhdan**

Overall quality of the class: 4.64

#### Summary:

Students thought that the materials were some of the best aspects of this course. Students liked the way that the lectures were clearly presented, and thought that they learned a lot about graphics. Students did not get any feedback, and some students never got all of their grades back, so they did not know how they were doing. Students also found that the workload was heavy, given how many hours they had to spend on their assignments. Suggestions for improvement included changing to shorter, more frequent homework assignments, and providing feedback on a timely basis. Prospective students should be comfortable with C++ and linear algebra. This is a time-intensive course and work must be completed on a regular basis in order to keep up and complete assignments.

### **EN.600.361.01**

#### **Computer Vision**

**Rene Vidal**

Overall quality of the class: 3.06

#### Summary:

Students found the different topics were the best aspects of this course. Students thought that they learned a lot about image processing. They found the course to be exceedingly difficult, the homework assignments lengthy and that they did not receive any real assistance from the professor or the TA. Students suggested shifting the focus of the course to be less about math, or at least explaining the math in brief, and focusing it more on programming and practical assignments. Students also thought that the course should be divided into grad and undergrad courses with different levels of work, since the grad students fared much better than the undergrads. Prospective students must be prepared for a graduate-level course with graduate-level workloads and assignments. They also must have a solid background in statistic, probability, linear algebra and algorithms.

### **EN.600.363.01**

#### **Introduction to Algorithms**

**S Kosaraju**

Overall quality of the class: 4.05

#### Summary:

Students thought that the good aspects of this course included the nice professor and the interesting subject matter. Students believed that they learned a lot of relevant materials that will come in handy later on. Many students found that the professor went too quickly, or spoke at too high a level for them to understand, which led to confusion and missed information. Students also didn't like how long it took to get assignments back, and suggested a faster turnaround, complete with feedback. Students also wanted more practice materials for the exams so they could get a better understanding of what was

## COMPUTER SCIENCE

going to be on the test. Prospective students will find this course much easier if they take data structures beforehand, and they should be prepared for a work-intensive semester.

### **EN.600.415.01**

#### **Databases**

**David Yarowsky**

Overall quality of the class: 3.63

#### Summary:

The best aspect of this course was learning SQL in a hands-on environment. Students thought the course was unorganized, and that there was little effort on the part of the professor to engage the students or make the materials interesting or helpful. Students suggested updating the course with current examples and new slides as well as providing additional exercises to practice for the exam. Prospective students should be prepared to learn SQL and study in their own time to learn the materials.

### **EN.600.421.01**

#### **Object Oriented Software Engineering**

**Scott Smith**

Overall quality of the class: 4.32

#### Summary:

Students believed that the best aspect of this course was the hands-on final project because they got to choose the topic, and that they learned how to build software. They found working in groups a fun and creative experience and liked the overall structure of the course. Students believed that the additional assignments were busywork, and that they simply added to the already heavy workload. Students also did not like the UML assignments and recommended switching the assignments to aspects that would better lead up to and support the final project. Any prospective students should be prepared for a heavy workload, but are encouraged to take the course. They will learn a lot and the final project applies much of what they learn to an actual product. Students should have decent coding skills and be cooperative when working with their group members.

### **EN.600.423.01**

#### **Data-Intensive Computing**

**Randal Burns**

Overall quality of the class: 4.28

#### Summary:

Students loved the collaborative environment and the chance to work on a project that interested them. They found the lectures to be interesting and engaging, and the activities helped them work towards their final project. Students did feel that scheduling and the organization were challenging, and they found that they did not receive enough helpful feedback to fix their projects. Suggestions for improvement included providing clear-cut instructions and guidelines for the assignments as well as additional class structure to keep the groups focused and on task. This course is highly recommended to students interested in improving their coding skills and working on a project of their own devising.

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Students need to be self-motivated and prepared to complete all assignments on time in order to learn the principles of design.

### **EN.600.439.01**

#### **Computational Genomics**

**Benjamin Langmead**

Overall quality of the class: 4.73

#### Summary:

The good aspects of this course included the interesting materials covered in class as well as the professor's thorough and well-organized method for teaching. Students thought that they learned about cutting-edge technologies and that the course covered an immense amount of information. The only real complaint that students had was that parts of the final project seemed a bit rushed and that some of the topics were not discussed in depth. Suggestions for improvement included adding in more practice coding and algorithm work and introducing the final project at an earlier date so that students can spend more time working on it. Students highly recommended this course to anyone interested in the field. Prospective students should have some Python knowledge and be prepared for an intensive but interesting course.

### **EN.600.442.01**

#### **Modern Cryptography**

**Christopher Pappacena**

Overall quality of the class: 4.29

#### Summary:

Students said that the professor was one of the good aspects of this course. They found his lectures engaging and stimulating, and appreciated how he was always available to help outside of the classroom. Students did find the workload demanding and found that the course covered a lot of material in a short amount of time. The course was geared towards math students, so many of the computer science and information security students struggled to keep up. Suggestions for improvement included slowing down, especially towards the end of the semester, so that students have a chance to learn and ask questions about the materials before it appeared on the finals. Students also thought that meeting more times a week might help cover more material in depth and help with the pacing. Prospective students should be aware that this is a heavily math-focused course and deals with theory and proofs more than programming. It is a rigorous course recommended to anyone who has an interest in cryptography.

### **EN.600.443.01**

#### **Security & Privacy in Computing**

**Aviel Rubin**

Overall quality of the class: 3.56

#### Summary:

The best aspects of this course included learning about security from an expert in the field in an engaging and practical way. Students liked how much they learned and thought it was challenging but

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not too difficult. However, most students did not like the group project, which they thought was unorganized and unhelpful. Students disliked Riskive immensely, saying that the APIs rarely worked as they were supposed to, and that the project ended up being more of a quality control run for Riskive than a learning opportunity for students. Students suggested changing the group project to something similar to the way it was before Riskive by having the professor design a project and not outsource it to a commercial company. Prospective students should have a basic understanding of security, network security, and programming.

### **EN.600.445.01**

#### **Computer Integrated Surgery**

**Russell Taylor**

Overall quality of the class: 3.78

#### Summary:

Students loved learning about the cutting-edge research and advances in the field from a highly-respected expert. They liked how the projects had real-world applications, and believed that the blend of lectures, guest lectures, and hands-on activities gave them a solid understanding of the materials. Students thought that the lectures did not cover the information they needed to complete the homework, and that they only learned things in the course section with the TA. They also thought that the wording on the homework was ambiguous and found that the workload quickly piled up. Suggestions for improvement included providing more background materials for the math and models that were shown briefly in class, since students did not have this assumed background knowledge. Students also wanted the course split into undergrad and grad courses so that work levels could be adjusted accordingly. Prospective students should have a background in linear algebra, programming and Matlab in order to keep up with the materials. The course is work-intensive but recommended to anyone who is interested in CIS.

### **EN.600.450.01**

#### **Network Enabled Systems & Sensor Networks**

**Marcus Chang**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

### **EN.600.457.01**

#### **Computer Graphics**

**Michael Kazhdan**

Overall quality of the class: 4.47

#### Summary:

Students believed that the professor's teaching methods were effective and engaging throughout the semester. The assignments were challenging but enjoyable, and students believed that they learned a lot about computer graphics. There were few complaints, mostly that students wished they had more time to work on assignments, they would have liked some feedback, and that the assignments could have used a bit more clarification in their directions. Students suggested creating clear outlines for each

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assignment and asked for feedback in a timely manner. Prospective students should know that although the course is work- and coding-intensive, it is enjoyable. They will need to spend more than 40 hours on the homework assignments, so they should be disciplined enough to create and follow a strict schedule.

### **EN.600.460.01**

#### **Software Vulnerability Analysis**

**Stephen Checkoway**

Overall quality of the class: 5.00

#### Summary:

Students loved the real-world application of the materials covered in class, and believed that the hands-on activities helped them learn about exploiting and hacking systems. Students thought that the workload was a bit heavy, however, and wished there had been PowerPoint slides they could refer to when studying. Suggestions for improvement included posting lecture notes to Blackboard, and providing a clear syllabus at the beginning of the year. Prospective students should know assembly, GDB, Linux, PHP, and HTML. The course is challenging but enjoyable, and students should always participate in lectures.

### **EN.600.461.01**

#### **Computer Vision**

**Rene Vidal**

Overall quality of the class: 4.14

#### Summary:

Students thought that the best aspect of this course included the professor's treatment of the material and the interesting information presented. Students found that the homework assignments to be time consuming but thorough in reinforcing the information taught in class. They did have some complaints about how the homework was graded, and found that code that worked on their computers did not work for the professor or TA. They suggested finding ways to shorten the homework or give students more time to complete the assignment, and to have TAs take longer to grade the work and get it working. Prospective students should know that although the course is time consuming, they will learn a tremendous amount. They need to have a background in programming, linear algebra, and optimization to get the most out of this class.

### **EN.600.463.01**

#### **Algorithms I**

**S Kosaraju**

Overall quality of the class: 4.58

#### Summary:

Students thought that the professor's method of teaching was the best aspect of this course, and appreciated that he tried to help one learn the materials. They liked how he focused on teaching them the main points of a topic and then allowed them to go into greater detail on their own time. Students did feel that some of the course felt rushed and suggested slowing down to provide a little more detail for each topic. Students also wanted more programming and algorithms practice. Prospective students

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should be comfortable with proofs, data structures, and some programming. They should be proactive in asking for help as needed and pay attention during the lectures.

### **EN.600.465.01**

#### **Natural Language Processing**

**Jason Eisner**

Overall quality of the class: 4.61

#### Summary:

Students thought that the best aspects of this course included the professor's teaching style and his clear enthusiasm for the subject. Students found that the materials were interesting, and that the assignments helped students get hands-on experience. The workload was rather heavy and difficult and students often found that the assignments often took much longer than they needed to be. Suggestions for improvement included creating shorter, more concise homework assignments and lightening the workload over the course of the semester. Prospective students should be aware of the heavy workload, but know that they will learn a lot over the semester. They should have a strong programming background, and be prepared to allot a fair amount of time to complete the various assignments.

### **EN.600.469.01**

#### **Approximation Algorithms**

**Vladimir Braverman**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

### **EN.600.476.01**

#### **Machine Learning in Complex Domains**

**Suchi Saria**

Overall quality of the class: 3.89

This class had 5 or fewer comments.

### **EN.600.615.01**

#### **Big Data, Small Languages, Scalable Systems**

**Yanif Ahmad**

Overall quality of the class: 3.75

#### Summary:

Students thought that the good aspects of this course included the hands-on, practical application of the materials. They liked choosing their own projects and liked the breadth of topics covered over the course. They thought that the course was somewhat unorganized and that the course did not always stick to the syllabus. Suggestions for improvement included providing more lectures and additional assignments to support the final project. Prospective students should have an idea for their final project before taking the course and know the basics to researching and sharing academic papers.

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### **EN.600.625.01**

#### **Events Semantics in Theory and Practice**

**Kyle Rawlins, Benjamin Van Durme**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

### **EN.600.639.01**

#### **Computational Genomics**

**Benjamin Langmead**

Overall quality of the class: 4.80

#### Summary:

Students found the professor's clear lectures and the assignments to be some of the good aspects of this course. They thought that the lecture slides were detail-oriented and that the assignments were practical in testing the materials. Students found that the professor would often review the same materials, which slowed down the class. Students also believed that there wasn't enough time to cover all of the materials on the exams. They suggested adding review sheets to help them study and to limit how much the professor reviewed each class. Any prospective students will find that knowing Python helps and are encouraged to take this course at the graduate level.

### **EN.600.658.01**

#### **Survey Methods in Computer Graphics**

**Michael Kazhdan**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

### **EN.600.669.01**

#### **Approximation Algorithms**

**Vladimir Braverman**

Overall quality of the class: 4.50

#### Summary:

Students believed that the good aspects of this course included the interesting variety of topics as well as the final project. They found the materials interesting and the professor invested in them learning the necessary information. Students found that many of the difficult topics were glossed over, while the simpler concepts were reviewed in more depth. Students also believed that the workload was heavy towards the end of the semester, and suggested creating multiple short homework assignments to complete over the life of the semester. Students also wanted feedback on their assignments as well as checkpoints over the course of the semester to keep them on track. Prospective students should have a solid foundation in mathematics including experience in algorithms and optimization. They should start the final project as soon as possible to give them the time they need to complete it.

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### **EN.600.676.01**

#### **Machine Learning in Complex Domains**

**Suchi Saria**

Overall quality of the class: 3.71

#### Summary:

Students thought that the materials covered in class were some of the better aspects of the course. Students liked learning about theory and implementation and believed the course was well balanced between the two. Students thought the workload was excessive and time consuming and that the course was unorganized. Students suggested improving the lecture quality by having the professor slow down, explain what he was writing and speak clearly about the materials. Students believed that the homework load should be spread out over the semester and considerably lightened. Prospective students should be prepared to commit a fair chunk of time to this class each week and remember to read all of the materials before the lecture. A strong understanding of math and programming is required.

### **EN.600.726.01**

#### **Selected Topics in Programming Languages**

**Scott Smith**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

### **EN.600.728.01**

#### **Selected Topics in Category Theory**

**Nathaniel Filardo**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **EN.600.765.01**

#### **Selected Topics in Natural Language Processing**

**Jason Eisner**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

### **EN.600.771.01**

#### **Probability on Strings, Trees, and Sequences**

**Adam Lopez**

Overall quality of the class: 4.75

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This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
EARTH AND PLANETARY SCIENCES DEPARTMENT**

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

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

**AS.270.102.01-02**

**Conversations with the Earth**

**Bruce Marsh**

Overall quality of the class: 4.40

Summary:

The best aspects of this course included having a very engaging, highly informative professor with guest lectures who are passionate about their subject. Students found the course load to be light and easy, and lectures on a whole were interesting. Some suggestions for improvement was that the course could benefit from additional assignments or quizzes to ensure that the core concepts were learned, or some way to make group members more accountable for their work. A better turnaround time with more intense feedback on the homework assignments would also be beneficial. Students also wish for additional chances to discuss some of the topics introduced. Prospective students do not need a science background to understand and enjoy this course, and will find that taking notes, doing the reading, and showing up to class will help them get the most out of this course.

**AS.270.103.01**

**Introduction to Global Environmental Change**

**Benjamin Passey, Darren Waugh**

Overall quality of the class: 3.56

Summary:

The best aspects of this class included the two professors who were clearly knowledgeable in their field. Students liked the differing views on topics, and appreciated the light course load. Some suggestions for improvement were to make the class more interactive, using discussions to engage students and go over core concepts. Rubrics would also be useful. Prospective students who are interested in getting an introduction to geology are encouraged to take this class. They are advised to attend class regularly and review PowerPoint presentations to ensure they have all the information they need for exams.

**AS.270.205.01**

**Introduction to Geographic Information Systems and Geospatial Analysis**

## EARTH AND PLANETARY SCIENCES

**Xin Chen**

Overall quality of the class: 4.47

Summary:

The best aspects of this course included the interactive, hands-on experience that students received with the GIS equipment. Some students thought that the lecture portion of the class was a bit long and dry, so fewer or more condensed lectures with more interactive sessions would be helpful. Other students thought that the homework assignments, while useful, could be more engaging if they were not directly from the book. Prospective students do not need a background in geology or GIS systems, but should be willing to do the tutorials and ask the professor if they have any questions or concerns.

**AS.270.220.01**

**The Dynamic Earth: An Introduction to Geology**

**John Ferry, David Veblen**

Overall quality of the class: 3.92

Summary:

The best aspects of this class included that the course offers a very broad overview of geology, making it the perfect class for students who were interested in or just starting out in geology. The light course work made it easy for students to concentrate on learning the materials. However, some students found that the exams were overly challenging, or that they did not have enough time to complete the exams, so fewer questions or more time for the exams would improve the class. Prospective students should be interested in getting a start in geology, and be willing to approach the professors if they have any questions about the materials.

**AS.270.221.01**

**Lab Dynamic Earth**

**Sakiko Olsen**

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the hands-on experience students received within very relaxed and diverse labs. However, some students found writing lab reports difficult, or that the labs often went over the allotted time. Suggestions for improvement included assistance with lab reports, more time to complete the labs, and more fieldtrips. Students would also like the concepts being taught in the lab to synch up with what is being discussed during class. Prospective students should be prepared for a lot of work, but engaging and informative labs.

**AS.271.120.01**

**Environmental Photojournalism**

**Alexios Monopolis**

Overall quality of the class: 3.75

Summary:

## EARTH AND PLANETARY SCIENCES

Students loved having the freedom to create and explore, and loved the course topic. However, students felt that the class lacked organization and structure, which did not inspire students to keep up with the work. Students suggested providing more feedback and incorporating more learning into the course, even though it is more or less an independent study. Prospective students are highly encouraged to take this course if they are self-directed and have any interest in the environment.

### **AS.270.305.01**

#### **Energy Resources in the Modern World**

**Linda Hinnov**

Overall quality of the class: 3.12

#### Summary:

The best aspects of this course included the wide variety of materials and information provided throughout the semester. Students found the topics to be challenging, engaging, and relevant to today's issues. However, students found that there was very little connection of material discussed in class with what was in the reading or on the exams. Suggestions for improvement included bringing concepts from the reading into the class lectures, and providing more feedback on homework assignments so students can gauge their progress. Prospective students are encouraged to take the class if they are interested in the topic and are willing to put the time in to read and attend class regularly.

### **AS.270.308.01**

#### **Population/Community Ecology**

**Katalin Szlavecz**

Overall quality of the class: 4.40

#### Summary:

The best aspects of this class are the interactivity and breadth of teaching methods the professor used to engage her students. Many students found that the field trips and the movies helped supplement the concepts discussed in class. Some suggestions for improvement included changing the class schedule so that homework and readings are done before the lecture so that students are familiar with the materials before class. Prospective students should be prepared to follow the course schedule to keep up with assignments. Students are encouraged to speak with the professor about any questions or concerns they have.

### **AS.271.309.01.FA13**

#### **Designing Sustainable Wellness: the Convergence of Social and Environmental Sustainability within the Built Environment**

**Alexios Monopolis**

Overall quality of the class: 3.79

#### Summary:

Students loved having the experience of designing and building their own semester-long project, and felt that they gained an invaluable experience. While they loved the independence they had to work on their projects, however, students felt that there was a lack of guidance from week to week. Students also felt that not much was done in class, and suggested having more classes with content and lectures

## **EARTH AND PLANETARY SCIENCES**

instead of group work. Students wanted more structure and feedback overall in order to get a feeling of how they were doing in the course. Prospective students should be dedicated self-starters who are seriously organized and can treat this class like an independent study. Students found the class challenging but enjoyable, and recommended it highly.

### **AS.270.335.01**

#### **Planets, Life, and the Universe**

**Jocelyne Diruggiero, Naomi Levin, Colin Norman**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.270.350.01**

#### **Sedimentary Geology**

**Naomi Levin**

Overall quality of the class: 4.48

#### Summary:

The best aspects of this course included the interactive labs and constant hands-on experience. Students found the field trips and the emphasis on rock identification to be extremely helpful. However, labs often ran over and were not always related to what was discussed in class. Suggestions for improvement included shorter labs, or at least more time to complete the labs. Prospective students that are interested in learning about sedimentary geology should be prepared to attend regularly and devote time to the labs, homework, and readings.

### **AS.270.378.01**

#### **Present & Future Climate**

**Darryn Waugh, Benjamin Zaitchik**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.310.104.01**

**Pacific Crossings: East Asia and the US from the 19<sup>th</sup> Century to the Present**

**Adam Bronson**

Overall quality of the class: 4.47

Summary:

Students praised this course saying the professor was enthusiastic and the course covered an interesting subject matter. However, some students found the amount of required reading excessive. Suggestions for improvement included a desire for more class discussions among students on topics covered in the class in addition to the instructor-led lectures. Prospective students should know that the class involves learning a good deal of history and is a “solid course to introduce students to the history of U.S.-East Asian interaction.”

**AS.310.115.01**

**Ghost Tales from China and Japan, 14<sup>th</sup>-19<sup>th</sup> Centuries**

**Fumiko Joo**

Overall quality of the class: 4.09

Summary:

Students praised this course’s interesting topic and learning about ghost tales. Some students said they thought the weekly writing assignments were excessive while others felt the classroom discussions were at times unproductive as some students didn’t participate. Suggestions for improvement included having the instructor work harder to include students in the class discussion perhaps by calling on people who haven’t contributed. Prospective students should know that students found that the class focused not only on reading ghost stories but on pieces that analyzed the ghost stories.

**AS.310.204.01**

**Rural Development in Asia**

**Burak Gurel**

Overall quality of the class: 5.00

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This class had 5 or fewer comments.

### **AS.310.305.01**

#### **Southeast Asia and US Security**

**Marvin Ott**

Overall quality of the class: 4.32

#### Summary:

Students praised the course's instructor who was described as very knowledgeable and capable of explaining things so that even non-political science majors could understand the materials. Some students thought the once-a-week class was too long, and others wished that students' grades were evaluated by more than a handful of assignments. Suggestions for improvement included a clearer structure for class assignments as well as additional graded assignments that would allow for more feedback opportunities. Prospective students should know that students found the class to be engaging but disliked that a student's final grade was determined by a handful of assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.180.101.01-17; 20-24  
Elements of Macroeconomics  
Robert Barbera**

Overall quality of the class: 3.40

Summary:

Students praised this course for being an intellectually challenging introduction to economic knowledge. They found the professor engaging and enthusiastic; however, some students felt that he tended to leave the subject matter to go on unrelated or unimportant tangents. Students also found a disconnect between what they learned in the lecture and what they were tested on in class. Suggestions for improvement mostly centered on a desire for greater focus in course lectures. Prospective students should know that the course didn’t require any prior knowledge, but it was necessary to be independent learners and to read the textbook on their own in order to do well in the course.

**AS.180.201.01  
Behavioral Finance  
Anna Scherbina**

Overall quality of the class: 4.20

Summary:

Students praised this course saying the small class size allowed for the class to be interactive. Some students felt the coursework lacked clarity and unfairly expected background experience or knowledge. Suggestions for improvement varied with some students requesting greater clarity and focus in the course. Prospective students should know that students found that participation and discussion were expected and that a background in finance was helpful.

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

Overall quality of the class: 3.11

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### Summary:

Students praised this course for dealing with an interesting subject matter. Many students had issues with the instructor who was described as being unengaging and oftentimes getting off topic on unimportant tangents. Suggestions for improvement included a widespread sentiment that the course needed more structure in its lectures. Prospective students should know that students found the subject matter of the course interesting but found the course difficult to be successful.

### **AS.180.241.01**

#### **International Trade**

**Trent Bertrand**

Overall quality of the class: 3.47

### Summary:

Students praised this course for providing a good background on international trade. Some students found the lectures were difficult to follow and the once-a-week class was too long. Students also complained of a disconnect between what was taught in lectures and what was expected on homework assignments. Suggestions for improvement included a desire for greater clarity in the instructor's lecture notes and a desire to shorten the course or have it meet multiple times a week. Prospective students should know that the course had a lot reading. Students also found that the instructor frequently used graphs to illustrate points, so an ability to understand graphs was helpful.

### **AS.180.261.01**

#### **Monetary Analysis**

**Laurence Ball**

Overall quality of the class: 4.13

### Summary:

Students broadly praised this course for providing real world examples of economic theory. The instructor was also broadly praised for his engaging and at times funny teaching style. Some students found the lectures to be redundant as the instructor, who wrote the course's textbook, taught largely from his work. Suggestions for improvement included a desire for easier grading of assignments. Prospective students should know that the class closely followed the textbook, so reading was essential.

### **AS.180.263.01**

#### **Corporate Finance**

**Anna Scherbina**

Overall quality of the class: 3.78

### Summary:

Students broadly praised this course for its learning style which focused on analyzing multiple case studies. Some students thought it was unfair that in a class of roughly 60 people, 40 percent of students' grade was based on their participation. Similarly students found a lack of feedback on their grade in the course to be "nerve wracking." Suggestions for improvement varied with some requesting the class be broken up into smaller groups for discussion while other students wanted the course to have less of a

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focus on case studies and more on general theory. Prospective students should know that students found the course to be a good introduction to finance but warned that participation was important.

### **AS.180.289.01**

#### **Economics of Health**

**David Bishai**

Overall quality of the class: 4.16

#### Summary:

Students praised this course as being both interesting and timely given recent changes to health care laws. However, some students found the course's homework didn't correspond to what was covered in class. Students also found the once a week course to be far too long which made it hard to pay attention. Suggestions for improvement included a desire for the course to be broken into multiple, shorter lectures. Prospective students should know that students found the coursework to be manageable but found that exams required adequate preparation.

### **AS.180.301.01; 03**

#### **Microeconomic Theory**

**Edi Karni, Metin Uyanik**

Overall quality of the class: 2.73

#### Summary:

Students praised this course for showing the "mathematical modeling of real-world economic behavior." Students had various problems with the course. Some students found it extremely difficult learning from the two instructors with less than optimal language skills and hard to decipher handwriting. Other students thought there was a wide gulf between what was taught in class and tested on homework and what students found on exams. Suggestions for improvement included changing instructors, and connecting materials taught in class and in the homework to what was on the exams. Prospective students should know that multiple students found the course to be one of the toughest economic courses they had taken. Students also found that a strong math background was important for success with multiple students saying some calculus knowledge was necessary for success in the course.

### **AS.180.301.02; 04**

#### **Microeconomic Theory**

**Metin Uyanik**

Overall quality of the class: 2.62

#### Summary:

The best aspects of this course included the interesting material and real-world examples discussed in class. However, many students found the materials difficult. Other students thought there was a wide gulf between what was taught in class and tested on homework and what students found on exams. Suggestions for improvement included having an instructor with stronger English-language skills. Prospective students should know that multiple students found the course to be one of the toughest economic courses they had taken. Students also found that a strong math background was important for success, especially calculus.

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### **AS.180.303.01**

#### **The Global Finance Crisis**

**Olivier Jeanne**

Overall quality of the class: 3.74

#### Summary:

Students praised this course for covering an interesting and timely topic that was “very relevant to everyday life.” Some students disliked the lectures, which they felt were dry, dull, and given in a monotonous voice. Suggestions for improvement included adding more interactivity in the form of group discussion. Students also wished the course’s problem sets be reworked to help them prepare them for the exams. Prospective students should know that students found that the course was interesting but not an easy class. Students found having a background in other economic or finance classes as well as knowledge of the history of the economic crisis was helpful.

### **AS.180.308.01**

#### **Financial Regulations in the US**

**Hai Nguyen**

Overall quality of the class: 4.31

#### Summary:

Students praised the course for its clarity in structure and its clear expectations for students. Students also praised the course for having a practical and engaging instructor. However, some students found that organized in-class debates in the course weren’t well structured and didn’t do much to expand students’ understanding of the course work. Suggestions for improvement included asking for the class debates be rethought, either by adding in a mediator to spur thoughtful discussion or by replacing them with writing assignments. Prospective students should know that the course didn’t involve a great deal of math, and that it gave an insight into the roots of the country’s financial regulatory system.

### **AS.180.310.01**

#### **Economics of Antitrust**

**Bruce Hamilton**

Overall quality of the class: 4.78

#### Summary:

Students praised this course and its small class for having engaging class discussions and a passionate and interesting professor. Complaints about the course were few, although some students wished the course had more graded assignments for an idea of how well they were doing in the course. Suggestions for improvement included adding a bit more structure. Prospective students should know that students found this course to be a participation-focused seminar-style course that was reading and writing intensive.

### **AS.180.321.01**

#### **The Economics of Growing-Up**

**Gwyn Pauley**

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Overall quality of the class: 4.50

### Summary:

Students praised the course's instructor for her approachability in this small discussion-focused course. However, multiple students expressed concern that most of the work was assigned and consequently piled up towards the end of the semester. Suggestions for improvement included students asking for a more even distribution of work across the semester, and requesting for the course to broaden its focus. Prospective students should know that students found the course to be interesting but found some math background was helpful.

### **AS.180.334.01**

#### **Econometrics**

**Berna Demiralp-foreman**

Overall quality of the class: 3.31

### Summary:

Students felt that the course was very practical and that the materials related to real life situations. However, students also found that the course required a lot of work, and that the three-hour lecture was too long to try teaching the information. Students suggested having the class meet twice or three times a week instead of once, and making the exams shorter. Prospective students should have a solid understanding of statistics and be prepared to work hard.

### **AS.180.351.01**

#### **Labor Economics**

**Priyanka Anand**

Overall quality of the class: 3.71

### Summary:

Students liked the relaxed atmosphere and interesting subject matter of the course. However, they disliked the lack of feedback, and many students felt that the math for the course was dumbed down. They suggested going deeper into some of the topics discussed in class for more challenging materials. Students who are thinking of taking this class need to be prepared for a fair bit of reading and writing, but are advised that the course is relatively easy.

### **AS.180.355.01**

#### **The Economics of Poverty and Inequality**

**Robert Moffitt**

Overall quality of the class: 4.79

### Summary:

The best aspects of this course included the fascinating class discussions and the very interesting topics they covered in lecture. In some cases, however, lectures could drag a bit, so students suggested adding more interactive aspects like discussions and activities. Prospective students should be prepared to read and participate in discussions about a very interesting subject matter.

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### **AS.180.367.01**

#### **Investment-Portfolio Management**

**Jonathan Write**

Overall quality of the class: 4.25

#### Summary:

Students felt that this course offered them a very challenging but interesting opportunity to learn about materials and theories that would be useful in the real world. However, students found the exams to be stressful and difficult, and the slides somewhat vague. Students suggested adding more Bloomberg tutorials, better lecture notes, and more thorough questions on the exams. Prospective students should have good statistical skills and be prepared to attend the lecture to take very detailed notes.

### **AS.180.373.01**

#### **Corporate Restructuring**

**Hulya Eraslan**

Overall quality of the class: 4.00

#### Summary:

Students liked how practical and interesting this course was, and felt it was a good introduction to the corporate world. However, students disliked the weekly quizzes, and felt that the lecture was too long. They suggested meeting several times a week to shorten the lecture, and also wanted some additional interactive activities like discussions. Prospective students are encouraged to take this course because although it is a lot of work, students found it very enjoyable.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT**

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

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

**EN.520.137.01  
Introduction To Electrical & Computer Engineering  
Trac Duy Tran**

Overall quality of the class: 4.16

Summary:

Students thought that the best aspects of this course included the highly engaging lectures and professor. The labs reinforced the information discussed in class and students found the materials challenging but interesting. Students believed that the homework did not reflect the information covered in the lecture, and they found it difficult to complete the homework because the lecture slides did not have enough information. Students suggested discussing example problem sets as part of the lecture, and adding more information to the slides. Prospective students must make sure that they go to class, complete the labs, and complete the assignments before lecture. Students can always attend the professor’s office hours to get additional assistance.

**EN.520.211.01  
ECE Engineering Team Project  
Jin Kang**

Overall quality of the class: 4.07

Summary:

Students believed that the best aspect of this course was the hands-on nature of the project, which they thought gave them useful real-world experience. They liked that they were allowed to choose their project topic, and thought that they learned a tremendous amount. Some students found it difficult to stay on task in this class because they were given so much freedom, and they found it difficult to set their own schedule. Suggestions for improvement included dividing up teams to ensure that each had at least one 3-credit student, and to make sure that the groups had leaders to handle the projects. Students also would have liked a little more guidance from the professor. Prospective students are strongly encouraged to take this course if they want to get hands-on experience doing real-world engineering work. The course is generally work-intensive, as you get out of it what you put in, and students found it a fun semester.

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### **EN.520.213.01**

#### **Circuits**

**Howard Weinert**

Overall quality of the class: 3.99

#### Summary:

Students thought that the best aspect of this course was how streamlined the professor kept the materials by only giving student the essential information necessary to understand the concepts and how to complete the examples. Students liked that the homework was not graded and that the examples taught in class were exactly like those that appeared on the exams. Students did not like how little partial credit was given, and believed that the lack of homework grades gave them no incentive to complete it. Students suggested giving some sort of grades for the homework and thought that giving partial credit on the exams would also be useful. Any prospective students should have some knowledge of advanced physics, as well as some algebra and calculus. They should keep up with the homework, attend lectures, and double-check their answers on exams for simple arithmetic errors before turning it in.

### **EN.520.219.01**

#### **Fields, Matter, & Waves**

**Mark Foster**

Overall quality of the class: 4.31

#### Summary:

The best aspects of this class included the enthusiastic and knowledgeable professor, as well as the interesting subject matter. Students liked how the topics tied in to other classes they had taken, and found that they got to go deeper into the materials. Students found that it took a long time for them to receive grades, and that some of the concepts were difficult to grasp. Students suggested going through more examples during the lecture, and providing feedback complete with answers on the homework to help students study. Prospective students should have at least a physics II background as well as some calculus III. The materials are difficult but interesting, and students should attend each lecture and utilize the professor's office hours for questions.

### **EN.520.315.01**

#### **Introduction To Information Processing of Sensory Signals**

**Hynek Hermansky**

Overall quality of the class: 3.47

#### Summary:

Students found this course to be interesting, stimulating information. They liked learning about how sensory signals are processed, and thought that professor taught the materials thoroughly. Students believed that the course was disorganized, and did not like how the professor extended the class length by 30 minutes each lecture. Students also thought that the homework and exams seemed to be written completely by the TAs, which meant that it did not always line up with the professor's lecture materials. Students suggested having the professor write the exams, and wanted him to go more in-depth with

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many of the topics. Prospective students should be prepared for a relatively light workload, and have some familiarity with MATLAB.

### **EN.520.345.01-03**

#### **Electrical & Computer Engineering Laboratory**

**Amy Foster**

Overall quality of the class: 4.21

#### Summary:

Students believed that the best aspect of this course included the challenging hands-on experience building circuits and working with electrical components. Many students thought that some of the labs were overly complicated and time consuming, and that the lack of feedback made it difficult to determine what needed improvement. Suggestions for improvement included updating the labs with more real-world applications and providing more supplemental materials and instructions to go with the labs. Prospective students need to have a solid understanding of circuits and would benefit from their own lab kit to assemble before the lab begins. They should be prepared to spend the full lab period working, and be prepared to write a lab report every week.

### **EN.520.401.01**

#### **Basic Communication**

**Frederic Davidson**

Overall quality of the class: 4.30

#### Summary:

Students thought that the best aspects of this course included the interesting and challenging topics discussed during the lectures, as well as the professor's ability to teach such difficult materials. There was a lot of work and students believed that not enough time was spent going over the many equations used in class. Students suggested the professor slowing down in order to give more in-depth explanations of the materials and example questions in the lectures. Prospective students should know that the course is math intensive and difficult, but interesting. Students are recommended to keep up with the work each week and to ask questions as necessary.

### **EN.520.407.01**

#### **Introduction to the Physics of Electronic Devices**

**Jacob Khurgin**

Overall quality of the class: 4.13

This class had 5 or fewer comments.

### **EN.520.414.01**

#### **Image Processes & Analysis**

**John Goutsias**

Overall quality of the class: 3.70

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### Summary:

Students thought that the best aspect of this course was that it was well suited for beginners and people learning about image processing and analysis. Students thought that the materials covered in the lecture did not reflect what ended up on the exam, and that the examples needed to understand the homework and exam questions were never gone over in class. Students suggested adding more examples in the class and more practice with applications problems would help. Prospective students should have a strong background in signals and systems and to be prepared to attend extra sessions in order to get the support they need to learn the materials.

### **EN.520.419.01**

#### **Iterative Algorithms**

**Gerard Meyer**

Overall quality of the class: 3.82

This class had 5 or fewer comments.

### **EN.520.424.01**

#### **FPGA Synthesis Lab**

**Robert Jenkins**

Overall quality of the class: 4.85

### Summary:

Students thought that the best aspects of this course included the challenging but informative projects they worked on, and liked in-depth look at the hardware and programs covered in class. Students liked the professor's feedback, but thought that they had to spend a lot of time outside of the class learning the materials on their own. Students also found that the course was time consuming, especially when labs were held up by buggy software. Students recommended having more directions in the labs to keep the course more organized, as well as breaking the lecture into two weekly sessions so that more materials could be covered. Prospective students should be aware that the course is time consuming and that it is easy to fall behind, but that they will learn a lot. Students would benefit from knowing about computer architecture and electronics lab tools.

### **EN.520.427.01**

#### **Product Design Lab**

**Philippe Pouliquen**

Overall quality of the class: 3.80

This class had 5 or fewer comments.

### **EN.520.432.01**

#### **Medical Imaging Systems**

**Jerry Prince**

Overall quality of the class: 4.09

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### Summary:

Students thought that this course gave them a broad overview of medical imaging systems. They believed that the instructor taught the materials clearly and found the course challenging but informative. Students found the workload to be overbearing at times, and that the curve was harsh. Students also believed that there were too many quizzes and suggested having fewer over the week. Students also suggested changing the curve and slowing down to cover fewer topics in more depth. Prospective students should be aware that this course requires a lot of work outside of the class. It is imperative that they have a background in signals and systems as well as math like calculus and geometry.

### **EN.520.435.01**

#### **Digital Signal Processing**

**Howard Weinert**

Overall quality of the class: 3.84

### Summary:

The best aspects of this course included learning the basics of the field and getting to apply the theories studied in class in the assignments. Students found that many of the materials covered in the lectures did not end up on the exams, and that although the homework assignments were similar to the exam materials, they did not provide enough information for students to feel prepared. Suggestions for improvement included adding a section to go over additional practice problems and study sessions. Students also wanted to go more in depth on many of the topics covered in class. Prospective students should know how to use MATLAB, calculus, and signal and systems. Students should be prepared to look to outside sources for additional support and practice questions.

### **EN.520.445.01**

#### **Audio Signal Processing**

**Mounya Elhilali**

Overall quality of the class: 4.25

### Summary:

Students found the professor to be the best aspect of this course because she covered a lot of topics over the semester. Students also liked the projects and the way they were relevant to the materials covered in the lecture. Some students thought that the course was a bit rushed and that not enough time was spent going over the math and signal processing. Students suggested including more mathematical examples in the lectures. Students also suggested cutting down the number of topics in order to go over the remaining ones in greater depth. Prospective students should know MATLAB and have some familiarity with signals and systems. This course will provide a good background in audio signal processing, but students must be prepared to do some in-depth studying on their own.

### **EN.520.454.01**

#### **Control Systems Design**

**Pablo Iglesias**

Overall quality of the class: 4.63

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This class had 5 or fewer comments.

**EN.520.457.01**  
**Base Wave and Quantum Mechanics**  
**Alexander Kaplan**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

**EN.520.401.01**  
**CAD Design of Digital VLSI Systems I (Seniors/Grads)**  
**Philippe Pouliquen**

Overall quality of the class: 3.78

Summary:

Students found that the best aspects of this course included the real-world application of the tools they used to complete the projects. They enjoyed learning the design tools and believed that the work they did helped them learn the materials. The final project took a large chunk of time and appeared somewhat disorganized. Students also believed that a lot of the work they completed did not support the final project. Students suggested assigning the project at the beginning of the course and spending the entire semester working on it. Students also wanted a lab with TAs to help review and teach the design tools more thoroughly. Prospective students should be prepared to start on their projects immediately and be able to set aside a large chunk of time to work on it.

**EN.520.515.01**  
**Processing of Audio and Visual Signals**  
**Hynek Hermansky**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**EN.520.601.01**  
**Introduction to Linear Systems Theory**  
**Danielle Tarraf**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**EN.520.622.01**  
**Principles of Complex Networked Systems**  
**John Goutsias**

Overall quality of the class: 4.33

## ELECTRICAL AND COMPUTER ENGINEERING

This class had 5 or fewer comments.

**EN.520.646.01**  
**Wavelets & Filter Banks**  
**Trac Fuy Tran**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

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

Overall quality of the class: 4.62

Summary:

Students thought that the best aspects of this course were the interesting topics and the professor's thorough lecturing style. Students found the materials challenging but refreshingly so, although students did complain that the homework load was intense and the difficult materials sometimes led to confusion. Students suggested that the course be broken up into multiple shorter sessions to give them time to review the materials. They also wanted solutions to homework and the exams posted so they could use these materials when studying. Prospective students should have a solid understanding of probability, statistics, and signal processing and be prepared to take on a heavy course load.

**EN.520.701.01**  
**Current Topics in Language and Speech Processing**  
**Sanjeev Khundanpur**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**EN.520.773.01**  
**Advanced Topics in Microsystem Fabrication**  
**Andreas Andreou**

Overall quality of the class: 3.78

Summary:

Students found that the best aspect of this course was the hands-on lab experience, which allowed them to actually perform some microsystem fabrication. They thought the lab procedures were never fully explained and that the labs were often rushed because they were too long to complete during the allotted time. Students also thought the lectures were dry and did not effectively prepare students for the lab. Suggestions for improvement included additional support with the lab procedures, and more coordination between the professors. Prospective students should be prepared for a course that is time-consuming but has a moderate course load and some interesting lab activities.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
ENGINEERING MANAGEMENT DEPARTMENT**

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

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

**EN.662.611.01  
Accounting and Finance  
Annette Leps**

Overall quality of the class: 4.67

Summary:

Students praised the instructor’s ability to clearly explain concepts “that are often confusing.” Some students disliked the course’s emphasis on group work as opposed to individual work and individual assignments. Suggestions for improvement changing the schedule to have the class meet twice a week for a shorter period. Prospective students should know that the class didn’t require much background knowledge in order for students to be successful.

**EN.662.692.01  
Venture Planning to New Venture Creation  
Lawrence Aronhime**

Overall quality of the class: 4.40

Summary:

Students praised the interesting instructor and liked that this was a course that fostered group discussion. Some students disliked the course’s emphasis on group projects, with several students complaining that working in groups made it difficult to get things done. Suggestions for improvement included a having fewer group projects and more individual assignments. Prospective students should know that the course required regular weekly attendance and that students should start brainstorming their final group assignment as early as possible.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
ENGLISH DEPARTMENT**

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

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

**AS.060.100.01-02  
Introduction to Expository Writing  
William Evans**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the one-on-one sessions that students can take with the professor to review and improve their writing assignments. Suggestions for improvement included adding more interactivity within the class to encourage discussion amongst the students. Prospective students should be interested in learning how to improve their writing skills and learn the art of revision using peer-review edits.

**AS.060.100.03-04  
Introduction to Expository Writing  
Anne-Elizabeth Brodsky**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the writing workshops and the one-on-one conferences with the professor to review and edit essays. Students particularly enjoyed the creative writing assignments. Suggestions for improvement included additional creative writing assignments and the chance to develop a personal writing style. Students also wanted more writing conferences, as they found these sessions to be very helpful in revising their works. Prospective students should be interested in improving their writing skills and be willing to accept and implement revisions.

**AS.060.100.05-06  
Introduction to Expository Writing  
Marie O’Connor**

Overall quality of the class: 4.11

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### Summary:

The best aspects of this course included the one-on-one writing conferences and the detailed feedback the professor provided. Students found these sessions to be very helpful when revising their works, and did not find the workload to be too strenuous. Suggestions for improvement included adding incentive for class participation and discussion, as students found some of the lectures to go a little long or feel monotonous. Prospective students can expect to write and revise multiple papers throughout the semester.

### **AS.060.107.02**

#### **Introduction to Literary Study Christopher Nealon**

Overall quality of the class: 5.00

### Summary:

The best aspects of this course included the professor's zealous energy for the subject, as well as the interesting and board range of reading materials. Students found that the course focused on modern literature rather than classics, so they enjoyed the change. Suggestions for improvement included adding classical works in addition to the modern pieces, providing shorter, more concise reading materials. Prospective students should be prepared to meet with the professor throughout the semester to clarify questions and to be prepared to discuss the readings in class to prepare for the writing assignments.

### **AS.060.107.03**

#### **Introduction to Literary Study Jared Hickman, Eric Sundquist**

Overall quality of the class: 4.56

### Summary:

The best aspects of this course included in-depth discussions that engage students and stimulate the intellect. However, some students felt that this was a work-intensive course for a 100 level course, and that all of the writers were men writing about men. Some suggestions for improvement included expanding the reading list to incorporate a diverse group of writers and topics. Prospective students should be interested in literary theory and dedicate a fair amount of time for reading before class. The class is recommended for students who do not have a background in literature or English.

### **AS.060.113.01**

#### **Expository Writing John Waterman**

Overall quality of the class: 4.80

### Summary:

The best aspects of this course included the challenging and interesting topic for the class, as well as the professor's enthusiasm. Students liked the workshop setting where they could speak with their peers about the topic. Suggestions for improvement included providing more assigned readings and to make them shorter as well as providing students more in-depth feedback on essays. Prospective students

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should be prepared for a reading-intensive, mentally stimulating class with moderate writing assignments.

### **AS.060.113.02**

#### **Expository Writing Elisabeth Campbell**

Overall quality of the class: 3.92

#### Summary:

The best aspects of this course included the feedback received on essays, which students felt significantly helped them improve their writing skills. Suggestions for improvement included allowing more flexibility in the writing style and structure, as some students felt that the essays felt formulaic, and that more time could be spent on the overall structure of an essay. Prospective students should expect to put in a fair amount of work on their essays but that they will receive ample feedback to help their writing improve.

### **AS.060.113.03**

#### **Expository Writing John Sampson**

Overall quality of the class: 4.14

#### Summary:

The best aspects of this class included the course topic and the detailed feedback that students received on their essays. Students found that meeting in individual conferences with the professor helped them improve their writing and understand the structure of effective essays. Suggestions for improvement included providing more time to digest the materials, as well as more short articles to provide additional source materials for the essays. Prospective students should be interested in learning more about Baltimore, and be prepared to do extensive writing and reading.

### **AS.060.113.04**

#### **Expository Writing Joseph Haley**

Overall quality of the class: 4.17

#### Summary:

The best aspects of this class included the extensive feedback that students received, as well as the one-on-one conferences with the professor to review students' works. Students found the coursework to be intensive and time consuming, and that it took a long time for them to receive feedback on their works. Suggestions for improvement included speeding up the feedback process, and spending more time discussing the structure of an essay in group discussions. Prospective students should have an interest in Bioethics and improving their writing. They should be prepared for extensive reading and writing, and to allot enough time to complete their work.

### **AS.060.113.05**

#### **Expository Writing**

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### **Robert Webber**

Overall quality of the class: 4.47

#### Summary:

The best aspects of this course included the topic, which students found very interesting, and the in-class discussions where students related real-world issues to the topic. Students found the professor to be engaging and the work manageable. Suggestions for improvement included providing a brief history of the topic to provide background context, as well as teaching more about the structure and workings of an essay. Students also wanted more time to complete each assignment. Prospective students should be prepared to read and write extensively, and to be able to support their arguments and opinions during class discussions.

### **AS.060.113.06**

#### **Expository Writing**

#### **Jonathon Hricko**

Overall quality of the class: 4.27

#### Summary:

The best aspects of this course included the well-organized structure of the course and the detailed instructions provided for each writing assignment. However, some students felt that they were being told what to write. Suggestions for improvement included expanding the topic list or allowing students to make their own arguments. Prospective students should enjoy the topic, and expect a fairly heavy workload.

### **AS.060.113.07**

#### **Expository Writing**

#### **Kevin Roberts**

Overall quality of the class: 3.54

#### Summary:

The best aspects of this course included the small class size, which allowed for more discussions. Students also found the detailed feedback and conferences with the professor really helped improve their writing skills. Suggestions for improvement included altering the schedule to allow more time to complete the assignments, and refraining from guiding the discussions too much. Prospective students should love to write, already have a basic understanding of how to write well, and be prepared to discuss ideas in class.

### **AS.060.113.08-09**

#### **Expository Writing**

#### **George Oppel**

Overall quality of the class: 4.57

#### Summary:

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The best aspects of this class included the variety of interesting topics and readings. Students found that meeting with the professor and receiving feedback on their works really helped their writing improve. However, they did find that his grading system was strict with little opportunity to revise. Suggestions for improvement included having more lively discussions during the class to review the readings, and spending less time on the structural aspects of writing. Prospective students should love writing and be interested in the course topic, enough to discuss their views during class. They should also be prepared to keep up with the assignments, which will keep the workload manageable.

### **AS.060.113.10**

#### **Expository Writing**

**Anthony Wexler**

Overall quality of the class: 4.71

#### Summary:

The best aspects of this course included the professor, who challenged students to think about the topic in a way that interested and engaged students. Students enjoyed the one-on-one sessions with the professor to discuss their works, although they found some of the feedback to contradict the final grading remarks. Suggestions for improvement included expanding the topic and sources list so that students have more freedom in writing their assignments. Prospective students should be aware that this is a writing and reading intensive course, but the workload is manageable if they stay organized and on schedule.

### **AS.060.113.11**

#### **Expository Writing**

**Jacob Chilton**

Overall quality of the class: 3.33

#### Summary:

The best aspects of this course included the materials students read for class, as well as the way the materials were analyzed during discussions. However, students found the professor to be disorganized, and that the class strayed from the schedule. Suggestions for improvement involve altering the schedule so that assignments are returned in a timely manner and that the feedback provided is more prompt and detailed. Prospective students should have a basic background knowledge of Shakespeare and be willing to commit a large amount of time to complete the work on time.

### **AS.060.113.12**

#### **Expository Writing**

**Kellan Anfison**

Overall quality of the class: 3.92

#### Summary:

The best aspects of this course included the ample and detailed feedback students received on their writings, which they felt helped them improve. Students also enjoyed the different techniques the professor used to analyze media effectively. Suggestions for improvement included discussion about essay topics before they are assigned to help students prepare what they will write. Students also

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wanted more freedom in topic choices. Prospective students should be prepared for extensive writing and participating in class discussions and want to improve their writing abilities.

### **AS.060.113.13**

#### **Expository Writing**

**Nora Lambrecht**

Overall quality of the class: 4.53

#### Summary:

The best aspects of this course included the small class size that permitted engaging discussions. Students also found the professor's enthusiasm and willingness to help them develop their own writing styles to be particularly satisfying and helpful in improving their writing skills. Suggestions for improvement included providing more time for the final essay, which students felt was rushed. Students also wanted a more thorough review of the rubrics used to score essays, as grading was sometimes confusing. Prospective students do not need to be English majors or like writing to enjoy this class. They should be prepared to write often and extensively and be willing to ask the professor for assistance if they want help improving their writing.

### **AS.060.113.14**

#### **Expository Writing**

**William Miller**

Overall quality of the class: 4.07

#### Summary:

The best aspects of the class included the engaging topics and materials covered throughout the semester. However, students found that the course lacked instruction on how to write, and that class discussions were often stilted and forced. Suggested improvements included more consistent feedback and more structured lesson plans to encourage more student participation and discussion. Prospective students should have a strong writing ability and be prepared to write often. They should keep on top of their work so that the workload is manageable and consistent.

### **AS.060.113.15**

#### **Expository Writing**

**Maria Libina**

Overall quality of the class: 4.27

#### Summary:

The best aspects of this course included the art history topic, which students found interesting and engaging. Students felt that the professor's feedback and willingness to work with them on a one-to-one basis really helped them improve their writing abilities. However, students often found that class discussions were weakest when people had not done the readings and that the lack of prompt grading made it difficult to assess their standing in the class. Suggestions for improvement included receiving consistent feedback in a timely manner and grading on the content of the essays rather than how well they were written. Prospective students do not need a background in art, but they do need to be

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interested in visual arts in general. They should be prepared to write essays that are meant to engage the reader and to form and support persuasive arguments or ideas within their works.

### **AS.060.113.16**

#### **Expository Writing**

**Katarina O’Brian**

Overall quality of the class: 4.64

#### Summary:

The best aspects of this course included the highly engaging materials used to explore themes throughout literature and popular media—“Buffy the Vampire Slayer” was a particular hit in class. However, students felt that due to the extensive analysis needed for each assignment, deadlines could be tight and unforgiving. Suggestions for improvement included the possibility of adding more reading materials, such as a novel, to provide additional themes and topics to analyze in essays. Prospective students who enjoy science fiction and fantasy are highly encouraged to take this class. They should be prepared for extensive writing and reading and to fully develop their analysis of the source materials.

### **AS.060.113.17**

#### **Expository Writing**

**Tim Hanafin**

Overall quality of the class: 4.00

#### Summary:

The best aspects of this course included the personalized feedback students receive on their works. Students found that feedback was very helpful when writing and revising their works. Suggested improvements included altering the schedule to better space out topics and due dates, as students felt that too much time was spent on one topic and not enough time was given to complete assignments. Some students also felt that a brief introduction to economic terms, patterns, and history at the beginning of the course would have been helpful. Prospective students should have a basic understanding of economics and recent current events to fully understand the topic as it is discussed. They should be prepared for an extensive reading and writing schedule, which can become overwhelming if students delay on assignments.

### **AS.060.113.18**

#### **Expository Writing**

**Bican Polat**

Overall quality of the class: 3.43

#### Summary:

The best aspects of this course included learning how to write academic papers at a college level, which students felt was useful for any and every major. However, students found that it was difficult to keep up with the work, as the professor would assign or send out materials the night before it was due. Suggestions for improvement included sending out materials at the end of the class before it was due (usually a Thursday), or extending the time in which the work is due to give students more time to

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complete it. Prospective students should be prepared to work hard and meet with the professor to discuss questions or concerns about their writing.

### **AS.060.113.19**

#### **Expository Writing**

**Rebecca Buckham**

Overall quality of the class: 4.29

#### Summary:

The best aspects of this course included the professor and her enthusiasm for the material. Students found her very easy to approach with questions, and feedback to be insightful when revising works. Suggestions for improvement included changing the schedule, as students felt rushed through many of the works and did not feel as though they had a firm grasp of concepts. They also felt that the grading could be harsh at times. Prospective students must be willing to commit time to read and write before class in order to successfully participate in class discussions.

### **AS.060.113.20**

#### **Expository Writing**

**Andrew Sisson**

Overall quality of the class: 3.93

#### Summary:

The best aspects of this course included watching and analyzing Alfred Hitchcock films, and then breaking into class discussion to talk about the subtleties of his films. Students found these discussions very helpful, especially when writing response essays. Suggestions for improvement included additional movies to watch and analyze to provide further topics for analysis. Students also found it difficult to incorporate feedback into later essays because it took so long to receive this feedback, so a faster turnaround time for grading is suggested. Prospective students should be interested in Hitchcock's films, and be prepared to write four essays with deep analysis of his works.

### **AS.060.113.21**

#### **Expository Writing**

**Robert Higney**

Overall quality of the class: 4.57

#### Summary:

The best aspects of this course included the relaxed atmosphere of the class, which encouraged class participation during the discussions. Students found the professor very willing to meet with them one-on-one, which gave them helpful feedback when revising their essays. Suggestions for improvement included more flexibility in the topics, as well as some additional guidance in what an 'A' grade paper would entail. Prospective students should be interested in conservation issues and building arguments. They should also be willing to keep to the strict schedule in order to stay on top of the reading and writing assignments.

### **AS.060.113.22**

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### **Expository Writing** **Hitomi Koyama**

Overall quality of the class: 4.07

The best aspects of this course included the professor's willingness to sit with students and individually discuss ways in which they could improve their writing. Students also enjoyed the brainstorming sessions and work with their peers to discuss topics. However, some students felt that the discussions lacked direction and that some topics were not fully expressed or explained. Suggestions for improvement included more interactive discussions in class to boost student participation. Students also wanted longer conference times with the professor to review their work. Prospective students should be prepared to participate in class with support for their arguments and expect a moderate workload if they keep on schedule.

### **AS.060.113.23-24** **Expository Writing** **Aliza Watters**

Overall quality of the class: 4.32

Summary:

The best aspects of this course included the in-class discussion topics that were engaging and thought-provoking. Students also found the peer-review workshops and feedback from the professor to be extremely helpful during their revision process. Suggestions for improvement included changing the schedule to allow more time to complete assignments, as students often felt rushed when doing their work. Other students would have liked a smaller class size to allow more active group discussions in which the professor also took part. Prospective students should go in with a strong writing background, and a willingness to do the work assigned when it is assigned in order to stay on schedule. The work will be challenging and writing intensive but students enjoyed the class.

### **AS.060.139.01** **Expository Writing: The Essay** **Patricia Kain**

Overall quality of the class: 4.30

Summary:

The best aspects of this course included the writing conferences and one-on-one sessions with the professor to help students get individual feedback and advice on how to improve their writing. Many students felt that their writing improved after taking this class, and liked the way the professor presented each topic. Suggestions for improvement included more interactive group discussions, as students often felt that conversations were limited between only a few people. Prospective students should expect a moderate course load for a writing-intensive class, and be prepared to work on improving their writing skills.

### **AS.060.151.01** **American Literature, Race, and Civil Rights** **Eric Sundquist**

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Overall quality of the class: 4.77

Summary:

The best aspects of this course included the in-depth discussions and the professor's enthusiasm for the subject. Students liked the variety of the materials in class and felt that the class often ran out of time to fully develop an idea. Suggestions for improvement included spreading out the readings to allow students to fully analyze the content of a selection. Some students also felt it would be useful to expand the focus of the class to include more literature and works about additional ethnic groups in the Civil Rights movement. Prospective students should be prepared to keep up with an intense but enjoyable reading and writing schedule.

**AS.060.211.01-03**  
**British Literature I**  
**Andrew Daniel**

Overall quality of the class: 4.22

Summary:

The best aspects of this course included the professor's energetic enthusiasm for the subject, as well as the breadth of materials used in class. Students found lectures to be engaging and helpful when writing essays. Suggestions for improvement included the professor providing a transcript or PowerPoints of the lectures as he gave students a lot of information in a short period of time. Some students also found the grading to be very strict and difficult to assess. Prospective students should set aside a fair chunk of time to read and write but should be able to keep up with work if they stick to the schedule.

**AS.060.224.01-02**  
**The Modern Novel**  
**Adam Grener**

Overall quality of the class: 4.35

Summary:

The best aspects of this course included the engaging professor and the variety of materials covered in class. Students found the lectures to be interesting and the professor very enthusiastic. Some students thought that the lectures could drag or that the reading requirements quickly got overwhelming. Suggestions for improvement included increasing the opportunities for discussion within the class, and limiting or allowing students to select a number of readings to lighten the load. Prospective students should be prepared to commit time for extensive but rewarding reading and writing assignments.

**AS.060.307.01**  
**Training\Writing\Consulting**  
**Elizabeth Steedley**

Overall quality of the class: 4.82

Summary:

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The best aspects of this course included the effective and different presentations of how tutoring ideas and practices. Students found the course to be very helpful in preparation to become tutors, especially watching recorded sessions from the Writing Center. Suggestions for improvement included going to the Writing Center a little earlier in the semester, and watching more videos for further examples. Prospective students should be willing to commit to learning the skills necessary to be helpful writing tutors at the Writing Center.

### **AS.060.309.01**

#### **Home and Wanderlust in Modernist Literature**

**Nan Zhang**

Overall quality of the class: 4.36

#### Summary:

The best aspects of this class included the interesting range in books covered through the course, as well as the professor's passion for her subject. Students found the group discussions to be very helpful, although they found that at times the discussions lagged when no one had been able to complete the reading. Suggestions for improvement included lightening the reading load to allow students to keep up with the schedule as well as focusing the discussions and lectures to allow for deeper analysis of the works. Prospective students should be able to keep up with a strenuous reading schedule and commit to perfect attendance, which is mandatory.

### **AS.060.310.01**

#### **Work and Worth in American Literature**

**Erica Tempesta**

Overall quality of the class: 4.40

#### Summary:

The best aspects of this course included small class sizes that led to focused group discussions. Students also found that the professor was very enthusiastic and wanted to help students improve their writing. Suggestions for improvement included more guidance and feedback, as well as a chance to revise returned works for better grades. Prospective students should be prepared to follow the strict reading schedule and be willing to participate in class discussions about the materials.

### **AS.060.317.01**

#### **Time Well Wasted: Reading Fiction in the 18<sup>th</sup> Century**

**Roger Maioli dos Santos**

Overall quality of the class: 3.79

#### Summary:

The best aspects of this course included the topic for the class, as well as the professor's enthusiasm for the subject. Students often found the readings interesting, but long and difficult to read on schedule. Suggestions for improvement included cutting down the reading list to allow students a chance to better absorb the materials. Prospective students should be aware of the heavy reading load and that the professor is a tough but fair grader.

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### **AS.060.328.01**

#### **Restoration and 18<sup>th</sup> Century Literature**

**Jonathan Kramnick**

Overall quality of the class: 4.60

#### Summary:

The best aspects of this course included the relatively light reading load, as well as the class discussions that focus on a variety of topics. Students found the professor to be very inspiring and good at leading discussions. Many students found the submission timeline difficult. Suggestions for improvement included spacing out the due dates of different papers, such as not having a major paper and a response paper due on the same day. Prospective students should know that they will get more out of the course if they do the readings on time and actively participate in class discussions.

### **AS.060.331.01**

#### **Poetry and Perfect Worlds**

**Douglas Mao**

Overall quality of the class: 4.82

#### Summary:

The best aspects of this course included the novelty of the topic, as well as the professor's unmitigated enthusiasm for the materials. Students found the variety of materials read to be refreshing, and class discussions to be interesting, engaging, and enlightening. Suggestions for improvement included additional time spent on the secondary readings, as their importance tapered off as the semester wore on. Prospective students should be aware that although the reading list is relatively light, they should be up for a challenging and thought-provoking semester.

### **AS.060.345.01**

#### **Mapping Victorian England**

**Adam Grener**

Overall quality of the class: 4.75

#### Summary:

The best aspects of this course included the selection of books students read for class as well as the engaging and challenging class discussions. Students loved the professor's passion for the subject, and felt that the discussions were very enlightening. Suggestions for improvement included additional shorter readings, especially secondary readings, to help develop the topics. Students also wanted more specific guidelines in how to structure their essays for a better understanding of how works were graded. Prospective students should be prepared to do the readings and to participate in in-class discussions.

### **AS.060.347.01**

#### **American Bibles**

**Jared Hickman**

Overall quality of the class: 4.67

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This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
ENTREPRENEURSHIP & MANAGEMENT DEPARTMENT**

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

**EN.660.105.01-08  
Introduction to Business  
Lawrence Aronhime**

Overall quality of the class: 3.97

Summary:

Students praised this course and its instructor for touching upon a variety of business topics. However, multiple students felt that the course included a lot of busy work that was largely unrelated to information given during the lectures. Suggestions for improvement included having the instructor rework the information on the PowerPoint slides. Other students wanted more direction on how to complete assignments. Prospective students should know that the course had a moderate amount of reading and work. Students also thought grading could be tough, but the instructor was excellent. The course didn't require any prior business knowledge.

**EN.660.203.01  
Financial Accounting  
Lawrence Aronhime**

Overall quality of the class: 4.45

Summary:

Students found that the best aspects of this course included the professor, who made the class lectures as engaging and concise as possible. Students thought that they gained a solid understanding of accounting. They did not like the pop quizzes and found that the homework load was a bit much at times. Suggestions for improvement included providing deeper discussions of some of the concepts so that students can better learn how to apply the methods to selected problems. Prospective students are highly encouraged to take this course with this professor, despite the heavy workload. Any students with an interest in accounting, business, or finance are encouraged to take this course.

**EN.660.203.02  
Financial Accounting  
Annette Leps**

## ENTREPRENEURSHIP & MANAGEMENT

Overall quality of the class: 4.32

### Summary:

Students found the professor to be one of the best aspects of this course. She taught the materials in an enthusiastic and thorough way, and wanted to make sure that students knew and understood the materials. Students did not like the professor's use of the Blackboard, and they would have preferred PowerPoint slides that they could have referred to at a later time. Students also suggested having the lecture three times a week to shorten the class time and allow for more time to discuss concepts in greater depth. Prospective students who are considering an entrepreneurial business of any sort are strongly recommended to take this course. Students should be willing to do the homework in order to stay up to date with the materials and ask questions if they do not understand any concepts since the materials are cumulative.

### **EN.660.203.03-04**

#### **Financial Accounting**

**Sean Furlong**

Overall quality of the class: 4.60

### Summary:

Students who took this course found the professor to be interested in making sure that everyone understood the concepts taught in class. Students found the lectures to be engaging, and believed that they learned a lot of information over the course of the semester. Students did not like the weekly quizzes, which they found took too much time to study for on top of everything else. They also did not like how inconsistent the homework was, and wished that they'd been given more time to complete these assignments. Suggestions for improvement included spending more time reviewing some of the more difficult concepts in class, and either making some of the homework optional or allowing some of the quizzes to be completed at home. Prospective students should plan to complete the practice problems from the book, and keep up to date with the PowerPoint slides by reviewing them for quizzes. The course had a heavy workload but students thought that they came out with a good understanding of accounting because of it.

### **EN.660.250.01**

#### **Principles of Marketing**

**Leslie Kendrick**

Overall quality of the class: 4.08

### Summary:

Students found the subject matter and materials for this course to be interesting, and liked how the professor made everything relatable by using real-world examples. Students liked the professor and found the lectures to be interactive and engaging. Students did not like the daily quizzes, which they did not believe accurately assessed their understanding of the materials. They also did not like the fact that the majority of the materials they read were outdated and had to do with the medical field. Students suggested that the materials be updated to reflect more current events and trends. Students also wanted assessments that more accurately tested their knowledge of the materials. Any prospective students should be aware that completing the reading assignments before class is imperative in order to

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do well on the daily quizzes. There is a fair amount of work, but if students keep up with the reading it is doable.

### **EN.660.250.02; 05**

#### **Principles of Marketing**

**Keith Quesenberry**

Overall quality of the class: 3.68

#### Summary:

Students found that the best aspects of this course were the materials that related the concepts discussed in class to real-world applications. Students also liked the professor, and thought that the course was overall informative. Students did not feel like the lectures were engaging, nor did they think the lectures prepared them for the weekly quizzes or exams. Students wished that part of the exams were response based instead of all multiple choice, and recommended posting the PowerPoint slides to help them study for tests. Prospective students must be prepared to keep up with the reading and know that this course has a lot of group work. The workload is light and the class atmosphere is relaxed, so any students with an interest in marketing should take the course.

### **EN.660.250.03**

#### **Principles of Marketing**

**Marci DeVries**

Overall quality of the class: 4.24

#### Summary:

Students liked the professor, whom they found engaging and enthusiastic about the materials. They also liked the variety of topics discussed over the semester, and thought the materials were easy to understand because they had real-world applications. Students did not like the daily quizzes, and thought that the amount of reading needed to be completed before each class was excessive. Students recommended having longer quizzes every other week instead of every day so that they had more time to complete the readings. Prospective students should be prepared for a reading intensive course with daily quizzes on the materials. The course is recommended for people who want to see how marketing is used in specific, real-world situations.

### **EN.660.250.04**

#### **Principles of Marketing**

**Theresa Jones**

Overall quality of the class: 4.17

#### Summary:

Students loved the enthusiasm and energy of the professor, and thought that the course covered a broad range of marketing topics. They liked the group exercises and project, as they were often hands-on activities. Many students noted that they were quizzed on materials before the content was actually discussed in class, which meant they had to actively read and learn the materials before class, and then sit through an entire lecture reviewing what they learned on their own. Students suggested not quizzing students until after the material was discussed during lectures. Prospective students should take the

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initiative to learn the materials before class in order to do well on the quizzes, which count towards the final grade.

### **EN.660.308.01**

#### **Business Law I**

**David Fisher**

Overall quality of the class: 3.88

#### Summary:

Students thought that the best aspects of this course included the very useful information they learned over the course, and appreciated how the professor used a specific scenario over the course of the semester to illustrate points and apply it to real-world situations. Students did not like the fact that the professor did not post any notes or study guides online and that there were few assignments. Students also felt that the lecture was too long and would have been better meeting twice a week. Additional suggestions for improvements included adding visuals or slides to make the lectures more engaging, and adding more assignments for additional grading opportunities. Prospective students should be prepared to focus and take notes during the lectures. The workload is light and the information useful, so the course is highly recommended.

### **EN.660.310.01**

#### **Case Studies in Business Ethics**

**Douglas Sandhaus**

Overall quality of the class: 4.18

#### Summary:

Students thought that the professor was the best aspect of this course, as he made the class discussions interesting and the materials relevant. Students also liked the case studies, which they felt provided great insight into the workplace. They did not like the length of the class, which they believed was too long. Suggestions for improvement included having the class meet twice a week instead of once, and incorporating more current events into the class discussions to keep the materials fresh. Prospective students should be prepared for a steady workflow and a class that encourages them to read about and analyze hard issues within the workplace.

### **EN.660.332.01**

#### **Leadership Theory**

**William Smedick**

Overall quality of the class: 4.68

#### Summary:

Students liked how the materials covered in this course were so applicable to their everyday lives. They found the lectures to be very interesting, and the materials, especially the personality tests, to be very thought-provoking, and enjoyed the active class discussions. Students found that the work quickly piled up and that the group projects were either hit-or-miss because they were assigned. Students recommended providing more thorough instructions for the final assignment, and felt that staggering the various assignments would make them easier to complete, rather than leaving them all until the end

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of the semester. Prospective students are highly encouraged to take this course if they are interested in pursuing a leadership role in the workplace, or are just interested in learning more about themselves in general. The course is writing intensive, but students found the course to be very stimulating and enjoyable.

### **EN.660.333.01**

#### **Leading Change**

**William Smedick**

Overall quality of the class: 4.57

#### Summary:

Students thought that the discussions and lectures were some of the best aspects of this course. They enjoyed examining the different examples of leadership, and felt that the professor actively engaged the class to get them interested in the materials. Students found that some of the writing assignments were vague in their directions, and that they got increasingly more complicated and time consuming over the semester. They also disliked the lack of feedback on their assignments, and suggested spacing out the assignments or getting rid of a few to allow more time for feedback. Students also wanted more guest speakers and additional details about what was expected for each assignment. Prospective students are warned that this is a writing intensive course, but that the materials and concepts are very interesting, and that the professor goes out of his way to ensure that everyone gets something out of the class.

### **EN.660.335.01**

#### **Negotiation/ Conflict**

**Eric Rice**

Overall quality of the class: 4.91

#### Summary:

Students liked the interactive aspects of this course, which they felt gave them hands-on experience and made for interesting discussions. They did not like the amount of work involved and the fact that it took so long for them to receive feedback on that work. Students suggested handing out examples with clear instructions early in the course so that they would know what to expect for assignments and wanted feedback on their work in a timelier manner. Prospective students should be prepared for a lot of reading and some writing. The course is recommended to students because it will help them learn the process of preparing for and then presenting a view within a negotiation, which can be useful no matter what your major.

### **EN.660.340.01**

#### **Principles in Management**

**Joshua Reiter**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **EN.660.355.01**

#### **Sports Marketing**

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### **Leslie Kendrick**

Overall quality of the class: 3.79

#### Summary:

Students found the topics and guest speakers to be some of the best aspects of this course. They enjoyed working in groups and felt that many of the topics discussed were applicable to real-world situations. They did not like the daily quizzes, which they felt were simply busy work, and felt that the case studies were outdated and too long. Students also found that much of the reading they did was redundant, so they suggested assigning more concise excerpts from the text. They also wanted a new textbook and more discussions with less busywork like quizzes. Prospective students should be prepared for a lot of reading and a daily quiz. Students felt that the class was interesting and good for students interested in sports.

### **EN.660.357.01**

#### **Copywriting and Creative Strategy**

#### **Keith Quensenberry**

Overall quality of the class: 3.80

#### Summary:

Students loved the assignments over the semester, which they felt were creative and satisfying since they were able to create content using different media forms. They also liked the professor, whom they found very engaging and knowledgeable. Students found some of the assignment guidelines a little vague, and that many of the lectures were just a repetition of materials read in the textbook. Students suggested spacing out and giving more detailed instructions for each assignment. They also wanted livelier lectures with more discussion, visuals, and class participation. Prospective students should know that this is a work-intensive course and that they will need to read the textbook for each class. Students liked the creativity of the course and the final presentations of their work.

### **EN.660.358.01**

#### **International Marketing**

#### **Leslie Kendrick**

Overall quality of the class: 4.38

#### Summary:

Students felt that the best aspects of this course were the very interesting case studies and interesting discussions in class, both of which had real-world applications and made the course engaging. However, students disliked the daily quizzes, and felt that the reading load was excessive. Students suggested having more in-class group projects or activities, and also to add more deadlines into the final project so that students can have a more structured setup. Prospective students should be prepared for an intense workload, but the course is very enjoyable and applicable to future careers.

### **EN.660.404.01**

#### **Business Law II**

#### **David Fisher**

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Overall quality of the class: 4.30

### Summary:

The best aspects of this course included the interesting materials and the very knowledgeable professor. The only real complaint that students had was that it was a 3 hour long night class, which could lead to long, taxing lectures. Students suggested changing the time of day or the number of classes each week to help shorten lectures and improve class participation. Students also wanted more assignments to cover the materials and help them stay on track. Prospective students should be prepared to take good notes during the lecture, which is necessary for success.

### **EN.660.410.01**

#### **Computer Science Innovation and Entrepreneurship**

**Lawrence Aronhime**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

### **EN.660.414.01**

#### **Financial Statement Analysis**

**Annette Leps**

Overall quality of the class: 4.48

### Summary:

Students felt that the professor was one of the best aspects of this course, as she was very knowledgeable and taught the material using real-world examples. However, students felt that the course load was excessive, with many of the assignments feeling like busy work. Students suggested lightening the workload by assigning fewer, more meaningful assignments. Prospective students should be prepared to complete a lot of work, but know that most students found this to be a rewarding and interesting course.

### **EN.660.460.01**

#### **Entrepreneurship**

**Eric Rice**

Overall quality of the class: 4.33

### Summary:

Students felt that the best aspects of this course included the professor and the very interesting materials the course covered. Students liked the projects and creativity in the course, although they found the workload to be heavy at times, especially since the course is not technically writing intensive. Students also disliked the grading, which they felt was vague because of the minimal amount of feedback they received. Students suggested creating clearer grading guidelines and providing more feedback on the papers. Prospective students should be prepared for a lot of writing, but know that the course has some very good and interesting materials for anyone interesting in entrepreneurship.

### **EN.660.461.01**

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### **Engineering Business and Management Michael Agronin**

Overall quality of the class: 3.62

#### Summary:

Students felt that the best aspects of this course were the very interesting information taught during class, as well as the professor, who had a lot of experience and was very passionate about the subject. However, students felt that the professor was often opinionated and negative about the subject, and that the lectures could get tedious. Students suggested providing better guidelines for the assignments, and either making the lectures shorter by meeting multiple times a week, or add in more interactive aspects to the class, such as discussions. Prospective students should know that the course has a moderate course load and that the knowledge they learn can be useful later on.

### **EN.660.461.02-03 Engineering Business and Management Illysa Izenberg**

Overall quality of the class: 4.36

#### Summary:

Students found the professor to be very inspiring and that the materials covered in the course were very applicable to skills necessary for future business endeavors. Students loved the group discussions and case studies, although they sometimes found it difficult to coordinate team members outside of class for the group projects. They also felt that grading was sometimes a bit unclear, so they suggested adding more guidelines to the assignments, and changing the grading to match what was taught in class. Prospective students are encouraged to take this course to help them with career goals and future plans. They should be prepared to participate in class and do the work to learn the materials.

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

Overall quality of the class: 4.70

This class had 5 or fewer comments.

### **EN.663.651.01 Building an Effective Business Plan Eric Rice**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
FILM AND MEDIA STUDIES DEPARTMENT**

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

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

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

Overall quality of the class: 4.58

**Summary:**

Students broadly praised this course and its instructor, saying the course provided a mixture of film history and film technique. Students’ issues with the course varied; some thought the course had a lot of unnecessary reading, while others felt the class was too big to be effective. Suggestions for improvement included cutting the class’ size down to allow for more group discussion of films that were screened. Prospective students should know that attendance was mandatory for this course and students should practice analyzing films outside of class. Students don’t need to be experts in cinema in order to do well in the course.

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

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**AS.061.150.01  
Introduction to Film Production  
John Mann**

Overall quality of the class: 4.11

**Summary:**

Students applauded this class for giving students hands-on experience with cameras and film. Some students thought the class didn’t involve enough editing but focused too heavily on shooting and loading the camera. Suggestions for improvement included students requesting additional opportunities

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to work on independent projects. Prospective students should know students found that the course was a filming-intensive course and that most classes are spent outside filming.

### **AS.061.152.01**

#### **Introduction to Digital Film**

**Jimmy Roche**

Overall quality of the class: 4.78

#### Summary:

Students broadly praised the hands-on nature of this class that taught them how to use and shoot videos using digital cameras. Some students felt the time constraints of the class made it difficult for students to produce their best work. Suggestions for improvement included a desire to complete projects as well as for the class to cover more material and skills to utilize. Prospective students should know that students found that filming was required for this class and students had to find actors and had to schedule time to film them.

### **AS.061.164.01**

#### **Lights, Camera, Action: Woody Allen**

**Lucy Bucknell**

Overall quality of the class: 4.48

#### Summary:

Students praised this course as enjoyable and liked watching films, then discussing them immediately afterwards. Some students thought classes felt long and drawn out particularly if some students didn't participate. Suggestions for improvement included a desire to see the length of the class expanded so a greater variety of films could be seen and discussed. Prospective students should know that students found the course work to be manageable and that no prior knowledge of Allen's films was necessary,

### **AS.061.202.01**

#### **Intermediate Film Production: Personal Essay Film**

**John Mann**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

### **AS.061.221.01**

#### **Special Topics-Producing the Independent Film**

**Matthew Porterfield**

Overall quality of the class: 4.31

#### Summary:

Students praised this course for giving them practical knowledge of how to budget and schedule a film. Some students found lessons that went over how to use computer applications "drawn out and unnecessarily long." Suggestions for improvement included a desire to put their skills into practice

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through exercises or assignments. Prospective students should know that students found that it helped to have a background in film for this course and that the course was good for showing the logistics behind a film production.

### **AS.061.307.01**

#### **In the City**

**Lucy Bucknell**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

### **AS.061.316.01**

#### **Characters for the Screenplay**

**Lucy Bucknell**

Overall quality of the class: 5.0

#### Summary:

Students praised this course saying the small class size allowed for individual attention, such as interesting and useful feedback. Students found little to dislike about the class with only one student complaining the instructor's handwriting could be hard to read when reading her feedback. Suggestions for improvement included a desire by some students to meet more than once a week to allow for additional development and feedback. Prospective students should know that students found some background in screenwriting was expected and work was critiqued in front of the class.

### **AS.061.343.01**

#### **Deadwood and American Justice**

**Eduardo Gonzalez**

Overall quality of the class: 3.00

This class had 5 or fewer comments.

### **AS.061.358.01**

#### **Directing Actors**

**Matthew Porterfield**

Overall quality of the class: 4.69

#### Summary:

Students broadly praised this course's instructor who was described as "hand-on" and was said to have brought a ton of industry experience to the class. Some students found this course could have used more structure and one student even commented that they wished the class had more assigned readings. Suggestions for improvement included adding more structure to the course as well as having more screenings. Prospective students should know that students found the course's workload manageable and the course rewarding.

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### **AS.061.364.01**

#### **Hitchcock & Film Theory**

**Linda DeLibero**

Overall quality of the class: 4.60

#### Summary:

Students broadly praised this course's instructor for offering fascinating lectures and for fostering engaging and insightful class discussions. Some students found that students' presentations during the course could be too long or simply boring. Suggestions for improvement varied; some students wished the course had more background texts or historical information. Prospective students should know that students found that in-class discussion was an important part of the course and an interest in the works of Hitchcock was helpful.

### **AS.061.370.01**

#### **Theorizing Popular Culture**

**Meredith Ward**

Overall quality of the class: 4.22

#### Summary:

Students praised this course for giving a new view to students on pop culture and for not only focusing on films but television and popular music. Some students thought time should have been better managed in the class with some noting that some student presentations and some group discussions would go on too long. Suggestions for improvement included a request that the instructor better utilize technology by improving her PowerPoint slides. Prospective students should know that students found that the course was focused on in-class discussion and that it offered a new view on pop culture to students.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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?**

**Michael Karweit**

Overall quality of the class: 2.69

Summary:

Students praised the interesting projects and labs that made students think creatively. However, there were various issues with the course, with multiple students saying the lectures were too long and that the instructor was boring. Other students found the course’s workload, which included labs, papers, and presentations, to be heavy. Suggestions for improvement included modifying the lectures to provide better insight into what work or calculations would be needed for labs and other assignments. Prospective students should know that students found the course tough, time consuming, and the lectures dull.

**EN.500.103.01**

**Hopkins Engineering Sampler Seminar**

**Edward Scheinerman**

Overall quality of the class: 3.88

Summary:

Students praised this course for providing a sampling of the various disciplines inside the field of engineering. Students’ issues with the course focused on the various guest speakers the course had: some of the speakers were boring or tended to go into theoretical aspects of their field rather than speaking in an engaging manner and showcasing their field’s career opportunities. Students suggested adding more interactive aspects to the course by creating labs or in-class activities. Prospective students should know that the course is perfect for undecided engineering majors. While the course is lengthy, the workload was found to be “very light.”

**EN.500.125.01-02**

**Spatial Reasoning and Visualization for Engineers**

**Katrina Ferrara**

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Overall quality of the class: 4.21

### Summary:

Students liked the hands-on activities that helped improve students' spatial reasoning. Students found few issues with this course, although one student wished the course was worth more credits, and another disliked having homework. There were few suggestions for improvement, although one student wished the course had more class activities for students to do together. Prospective students should know that students found the class to be a fun experience with a small workload.

### **EN.500.200.01-02**

### **Computing for Engineers and Scientists**

**Kathryn Hedrick**

Overall quality of the class: 3.64

### Summary:

Students felt that the best aspects of this course included the interesting mathematical problems covered in this course. Some students found the course lacked clear instructions on assignments, so students suggested giving assignments based on more tangible examples. Another student wished the course gave students harder projects. Prospective students should have prior computing experience and a good grasp of math. The course took a lot of work, so utilizing office hours was helpful for succeeding in the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
GEOGRAPHY AND ENVIRONMENTAL ENGINEERING DEPARTMENT**

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

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

**EN.570.108.01**

**Introduction Environmental Engineering**

**Hedy Alavi**

Overall quality of the class: 4.25

**Summary:**

Students loved the professor’s passion for the subject, as well as the way he thoroughly explained materials in the course. Students also liked the field trip and the guest lecturers and thought that the breadth of topics covered made the course extremely interesting. Students did find the homework questions to be difficult, however, and the amount of information covered in the class to be a bit daunting. Students suggested shortening the lecture slides and materials covered in order to focus on the topics that were most important. Students also wanted additional office hours so that they could get more help with the materials. Prospective students are encouraged to take this course if they have any interest in math, environmental health, engineering, or social sciences. Students should be prepared to take plenty of notes, keep up with the reading, and pay attention during the lectures.

**EN.570.205.01**

**Ecology**

**Grace Bush**

Overall quality of the class: 3.57

**Summary:**

Students thought that the best aspects of this course were the field trips that gave them hands-on experience in the field. They liked the professor, whom they thought was very knowledgeable about the subject, and liked the materials covered in class. Students found the lectures somewhat unorganized and difficult to follow. They also felt that the lectures could be long and dry, so they suggested incorporating more discussions about the materials into the class time. Students also wanted detailed notes to help them study. Prospective students should be prepared to take good notes and make sure that they really understand the concepts being discussed. Students would benefit from other science backgrounds, although it is not necessary.

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### **EN.570.301.01**

#### **Environmental Engineering Fundamentals I**

**Kai Loon Chen**

Overall quality of the class: 3.03

#### **Summary:**

Students found this course to be a very useful overview and introduction to Environmental Engineering, with a lot of opportunity for class discussion and in-depth examination of topics. Students also liked the ample opportunities to raise their grades, which they found useful since the grading was unclear, and the problem sets were difficult. Students also had difficulties understanding the professor, and found that he taught from the book. He did not utilize Blackboard, and students thought that the course load was sporadic. Suggestions for improvement included uploading materials to Blackboard, using PowerPoint slides during the lectures and creating a more consistent work schedule. Prospective students should be aware that this course was taught by a grad student and that there was a lot of chemistry throughout the semester. The grading can be rough, but if students study they should be alright.

### **EN.570.305.01**

#### **Environmental Engineering Systems Design**

**Joseph Ellis**

Overall quality of the class: 4.38

#### **Summary:**

Students found that the best aspect of this course was the professor, who was passionate about the subject and very willing to meet and go over the materials. Students also liked the content covered in class, and liked the challenging but interesting examples. Students did find that some of the lectures went a little too quickly, though, and that the project was a bit rushed since it started so late. Suggestions for improvement included breaking problems down into steps and providing additional examples for study. Students also would have liked more time to complete the project. Prospective students are recommended to pay attention in class and take good notes on the lectures. Students should have a solid math background, but the course itself is a good introductory class to optimization and system designs.

### **EN.570.334.01**

#### **Engineering Microeconomics**

**Catherine Norman**

Overall quality of the class: 3.71

#### **Summary:**

Students found that the best aspects of this course included the grading systems which were based on completion, as well as the very structured nature of the course. Students felt that they received a good overview of microeconomics and that towards the end of the semester they could clearly see how the principles could be applied to real-life situations. Students thought that the materials were sometimes overwhelming, and that the course could have used more practice problems and examples. Suggestions for improvement included providing more background in microeconomics by moving at a slightly slower

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pace. Students also wanted examples of how these principles were used in everyday life earlier in the course as well. Any prospective students should know that although the course materials and work can be challenging, the professor is willing to meet and talk to them to help them out.

### **EN.570.351.01**

#### **Introduction to Fluid Mechanics**

**Peter Wilcock**

Overall quality of the class: 3.77

#### **Summary:**

Students found that the professor, the lectures, and the labs were the best aspects of this course. The professor's enthusiasm for the subject made the lectures interesting and engaging, and the labs reinforced the concepts taught in the lectures. Students did not like how much homework there was, however, or how the professor tended to rely on PowerPoint too much. Suggestions for improvement included creating more engaging lecture notes by including visuals, breaking down problems into step-by-step processes, and providing students with some old exams or tests so they could better understand the test format. Prospective students should be prepared for a steady flow of homework, and challenging but interesting course materials. Students should attend office hours if they need help and should have a firm background in computations.

### **EN.570.353.01**

#### **Hydrology**

**Ciaran Harman**

Overall quality of the class: 3.13

#### **Summary:**

Students loved the hands-on field work they had, and felt that the labs really helped illustrate the core ideas taught during the lecture. Students found the professor very friendly and the course well structured. The feedback they received was late in the semester and not very helpful. Students also found the materials difficult to follow and that the textbook did not fully cover all of the queries they had. They did not feel like the exams tested their knowledge well and found the midterm to be very long. Suggestions for improvement included using a different book, adding more examples to the class lectures, and shortening the labs and exams to allow students enough time to complete them. Prospective students should be prepared for a difficult course with a moderate-to-heavy workload and very challenging exams.

### **EN.570.395.01**

#### **Principles of Estuarine Environment: Chesapeake Bay**

**Grace Bush**

Overall quality of the class: 4.22

This class had 5 or fewer comments.

### **EN.570.403.01**

#### **Ecology**

## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

### **Grace Bush**

Overall quality of the class: 4.20

#### Summary:

The best aspects of this course were the professor, whom students found knowledgeable and interesting, and the stimulating materials. Students especially liked the hands-on experiences they got on the field trips and believed that they learned an enormous amount over the semester. Students did not like the lectures as much, as they found them disorganized and hard to follow. Students suggested creating notes to put online and distribute in class and going over the materials a little more slowly. Prospective students should be prepared for a light-course load, but know that they should pay attention during the lectures.

### **EN.570.411.01**

#### **Engineering Microbiology**

##### **Edward Bower**

Overall quality of the class: 4.50

#### Summary:

Students found the topics and lecture to be very interesting, and loved the practical application that was demonstrated in the labs. Students liked the professor, and found the course had a balanced workload. Students thought that the labs were often unclear and that grading was not always transparent. Students also found that the homework was often more in-depth than what was discussed during the lecture, so they suggested either simplifying the homework assignments, or making homework worth more of their grade. They always wanted concise and easy-to-follow directions for their labs. Any prospective students are encouraged to attend every lecture to take notes and know that although they will work hard, they will learn a lot as well.

### **EN.570.419.01**

#### **Environmental Engineering Design I**

##### **Benjamin Hobbs**

Overall quality of the class: 3.54

#### Summary:

Students thought that the best aspect of this course was having guest lecturers from different backgrounds. The lecturers were interesting and had a variety of topics that students found very interesting. Several students believed that there was a lack of support from the professors who taught this course and that they each had contradictory views as to what students should include in their presentations. Students also thought that the lack of professors on site meant that the schedule was murky and therefore rushed at the end of the semester. Students never completely understood what their presentations needed to be, but thought that many of the lecturers were superfluous and did not relate to their projects at all. Suggestions for improvement included having multiple projects for students to vote upon, choosing lecturers whose experiences and abilities are more in line with the current project, and having the professors meet beforehand to come up with a set of directions to guide students in what their presentations should be about. Prospective students need to attend the lectures

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and be willing to work hard and fast. This is a good opportunity for design work, but can be stressful because of the lack of organization.

### **EN.570.428.01**

#### **Problems in Applied Economics Research**

**Steve Hanke**

Overall quality of the class: 4.50

#### Summary:

Students loved the real world experience they gained in this class, and believed that they really got to see the economic theories in action. Many students were unaware of how much time they were supposed to commit, and quickly found the workload demanding and difficult to complete. They suggested organizing the course a little more so that the professor could give students a better understanding of what he expected from them. Prospective students are encouraged to take this course to get a feel of what the workplace is like and to see economic theories applied. The course will require a lot of time and effort, but will be a pleasant challenge.

### **EN.570.442.01**

#### **Environmental Organic Chemistry**

**A Roberts**

Overall quality of the class: 4.25

#### Summary:

Students found the best aspects of this course to be the passionate professor and the very interesting materials. They thought that they learned a lot of material in a short amount of time and that the lectures were easy to follow. Students did not like how long it took to get their homework back, and thought that they could not ask questions outside of class. Recommendations for improvement included changing the office hours, getting a TA and providing more support for the mini-project and final. Prospective students would benefit from a background in organic chemistry and should be prepared for a challenging course.

### **EN.570.443.01**

#### **Aquatic Chemistry**

**Alan Stone**

Overall quality of the class: 3.96

#### Summary:

Students found that the best aspects of this course included the professor, whose passion for the subject made the class very enjoyable. They also liked the fact that the homework prepared them for the exams and that they received plenty of materials to help them study. Students thought that the lectures were long and somewhat disorganized, and that there were too many handouts to keep track of. Students suggested reworking the lectures and handouts to provide an outline for each lecture, and then have the handouts posted online or collected in a booklet. Students also wanted the answer keys to the past exams to better help them study. Prospective students should be prepared for a challenging

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course with a fair amount of work. Students would benefit from a background in chemistry, and be prepared to set aside a lot of time to study.

### **EN.570.445.01**

#### **Physical and Chemical Processes**

**William Ball**

Overall quality of the class: 4.05

#### Summary:

Students found that the textbook was an excellent resource in this class, as many of the homework assignments came from the book, and the lectures had materials pulled from the book. Although the professor was very knowledgeable, students found that the lectures were often muddled and unorganized, and that the professor often digressed from the core concepts. For improvement, students suggested the professor creating and sticking to an outline which the students could then use as a study sheet later in the course. Prospective students should know to read the textbook before lecture, and to anticipate a fairly intense workload. Knowing a bit about hydrology and basic math and physics will help students tackle the challenging concepts discussed in class.

### **EN.570.470.01**

#### **Applied Econ & Finance**

**Steve Hanke**

Overall quality of the class: 4.88

This class had 5 or fewer comments.

### **EN.570.490.01**

#### **Solid Waste Engineering and Management**

**Hedy Alavi**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

### **EN.570.493.01**

#### **Economic Foundations For Public Decision Making**

**Catherine Norman**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

### **EN.570.495.01**

#### **Mathematical Foundations For Public Decision Making**

**Justin Williams**

Overall quality of the class: 4.59

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### Summary:

Students liked how concise, thorough, and easy to follow the lectures were. Students thought the instructor covered the material well and the course had real-life applications. Students thought that the homework and assessments were not always in line with what was discussed in class and suggested including more computer assignments, where it would be easier to use and test students' knowledge of the concepts. Prospective students would benefit from a basic understanding of programming and optimization, and should be prepared to read outside of the course to support the concepts discussed during the lecture.

### **EN.570.497.01**

#### **Risk and Decision Analysis**

**Seth Guikema**

Overall quality of the class: 4.50

### Summary:

Students loved the course's interactivity and the professor's use of a blend of mixed media to teach the core concepts. Students found the materials extremely interesting, the lectures very useful, and really liked watching and discussing the videos of engineering disasters. Most students did not like the 'flipped' portion of the class, where they were expected to learn concepts on their own by watching the videos at home. Students suggested that the way to fix this might be to recap the videos before class discussion, or to simply stick to the lecture style of teaching, since everyone enjoyed and learned from that portion of the course. This course is highly recommended to prospective students who have an interest in exploring engineering in action.

### **EN.570.601.01**

#### **IGERT Water, Climate, and Health Colloquium**

**Grace Bush**

Overall quality of the class: 4.27

### Summary:

Students loved the guest lecturers and hearing about their different research projects. They thought the relaxed atmosphere and the variety of speakers really exposed them to some different aspects of IGERT. Students did wish there was a little more chance for interaction with the presenters and thought that some of the lectures were a bit long. Suggestions for improvement included posting the papers at least once a week, and organizing the course at the beginning of the semester to focus or tailor ideas discussed to student interests. Prospective students should be familiar with the IGERT program, and be prepared to ask questions from experts in their field.

### **EN.570.612.01**

#### **Infrastructure Modeling, Simulation, and Analysis**

**Seth Guikema**

Overall quality of the class: 4.31

### Summary:

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Students loved the class discussions, as well as the exposure to and the interaction with different models over the semester. The readings were equally helpful, and students liked the structure of the course. They did not like the lack of feedback on their assignments and thought that these writings were difficult to handle since they were unsure of what the professor was looking for. Students suggested providing more feedback throughout the semester and wished that more time could be set aside to explore the difficult concepts or varying viewpoints on assignments. Prospective students should be interested in research design and be prepared to actively discuss the papers they read in group discussions.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
GERMAN AND ROMANCE LANGUAGES AND LITERATURES 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  
French Elements I  
Claude Guillemard**

Overall quality of the class: 4.64

This class had 5 or fewer comments.

**AS.210.101.02  
French Elements I  
David Hayden**

Overall quality of the class: 4.36

Summary:

Students thought that the best aspect of this course was the emphasis on learning the language. Students liked the small class size and the Tuesday Stories. Students did feel that the course was being taught almost directly from the book and online without much variation or innovation. Suggestions for improvement included adding group activities and encouraging discussions. Students also wanted more focus on the grammar and learning the language. Prospective students need no background in French to get started and should be very comfortable in this basic language course. The work performed in the course may seem repetitive but is geared towards helping students learn the language.

**AS.210.101.04  
French Elements I  
Jena Whitaker**

Overall quality of the class: 4.62

Summary:

Students thought that the best aspect of this course was the focus on really getting to learn the language through reading, writing, and speaking activities. The professor was very helpful and open to assisting students who were having difficulty with the language. However, students thought that the

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online exercises were not very helpful and that the lecture size sometimes made it awkward to speak and ask questions during class. Recommendations for improvement included additional cultural learning, more spoken French exercises, and improving the online instructions. Prospective students are encouraged to take this course if they are interested in learning the language but have no previous experience.

### **AS.210.101.05**

#### **French Elements I**

**Nicole Karam**

Overall quality of the class: 4.89

#### Summary:

Students thought that the best aspects of this course were the well-structured lectures and discussions, which helped them build a language foundation. Students found the professor to be very helpful, and liked the interactive aspects of the course. However, students did not like the online exercises, and felt it was difficult to retain all of the information they learned. Suggestions for improvement include adding in more discussions and group work to increase the opportunities to speak French. Prospective students should be self-motivated to learn the language and be willing to put in time to complete the homework assignments each week.

### **AS.210.111.02**

#### **Spanish Elements I**

**Alejandro Alvarez Herrera Lasso**

Overall quality of the class: 3.92

#### Summary:

Students thought that the best aspect of this course was the professor, who was engaging and helpful. Students found this to be an excellent course to learn and understand the language. However, several students felt that the structure of the homework was not helpful, and did not like the online exercises, especially the oral practices. Suggestions for improvement included getting rid of the lab in order to focus the class on discussions and actually teaching the language to the students through lecture. Prospective students will need to be self-motivated and practice outside of the classroom to learn the language.

### **AS.210.111.03**

#### **Spanish Elements I**

**Christian Pack**

Overall quality of the class: 4.43

#### Summary:

The best aspects of this course included the professor, who was supportive and helpful. Students also liked the small class size, which they felt gave them more opportunities to discuss and ask questions. Several students wished there had been more opportunities to practice speaking and the course was sometimes disorganized. Suggestions for improvement included organizing class time to allow speaking with an actual person and not a computer, and adding more time for speaking and listening activities.

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Prospective students should take this class if they are interesting in getting a strong foundation in the Spanish language.

### **AS.210.111.04**

#### **Spanish Elements I**

**Ian Rogers**

Overall quality of the class: 4.78

#### Summary:

Students thought that the best aspects of this course included the small class size that allowed for discussions and interactions between the students. The professor was very helpful, and helped students really understand the materials. However, many students disliked the online assignments, which they found confusing and did not help with their language learning. Suggestions for improvement include having fewer online assignments and more in-class speaking and listening exercises. Prospective students who are interested in learning a language are highly recommended to take this course.

### **AS.210.111.05**

#### **Spanish Elements I**

**Mary Speer**

Overall quality of the class: 3.5

This class had 5 or fewer comments.

### **AS.210.112.02**

#### **Spanish Elements II**

**Cathleen Carris**

Overall quality of the class: 4.08

#### Summary:

The best aspects of this course included the good balance of reading, writing, listening, and speaking activities. Students felt that the course was very effective in teaching them the foundations of Spanish, and enjoyed the many opportunities to practice the language. Students found the oral presentations to be very difficult as they did not have as high a fluency level as the professor assumed they did. Students also felt the grading system was a bit harsh. Suggestions for improvement included increasing the number of conversational opportunities within the class to help students prepare for the oral exam. Students also recommended shorter oral activities than the presentations. Prospective students should be prepared for an immersive language experience, and that they will gain a strong understanding of the language if they are willing to work hard and stay on top of their work.

### **AS.210.112.03-04**

#### **Spanish Elements II**

**Michelle Tracy**

Overall quality of the class: 4.35

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### Summary:

Small class sizes, group discussions and a helpful professor were some of the best aspects of this course. Students felt like the course helped them improve their Spanish language skills through discussions and the emphasis of speaking and listening. Students did not like some of the work that was assigned in this class, however, particularly the oral exams with a partner, the online assignments, and the writing assignments. Students suggested that additional opportunities for conversational speaking activities, and felt that more variety in the assignments would have helped. Prospective students should be prepared to keep up with the materials and ask the professor for help as needed.

### **AS.210.151.01**

#### **Italian Elements I**

**Beatrice Variolo**

Overall quality of the class: 4.33

### Summary:

Students thought that the best aspects of this class were the immersive aspects of the course that really drove language learning, Students liked the small class sizes and discussions, and felt that the professor's insight as a native speaker of the language made the lectures more interesting and informative. The work in the class was somewhat time consuming, however, and students felt that there were issues with the online content being used in conjunction with the class lectures. Students recommended having shorter homework assignments online and using a different textbook would help make the class easier to learn language. Prospective students should plan to study the language for about an hour each day to improve their language skills and to turn in the homework on time.

### **AS.210.151.02**

#### **Italian Elements I**

**Jane Gomez**

Overall quality of the class: 3.93

### Summary:

The best aspects of this course included the emphasis on conversation and discussion within the small group setting. Students found the professors very approachable and helpful, willing to answer any questions. However, students felt that the textbook was unhelpful, even though most of the course was taught directly from the book. Other students felt that they were simply fed phrases to memorize for the oral exam and did not actually learn enough grammar for language acquisition. Suggestions for improvement included using a different textbook and teaching more grammar and vocabulary to teach how the language actually works. Prospective students should be prepared to work and study hard, and remember to complete the homework on time.

### **AS.210.151.03**

#### **Italian Elements I**

**Lorenzo Bacchini**

Overall quality of the class: 3.91

### Summary:

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Students felt that the best aspect of this course was the professor. His enthusiasm for teaching as well as the varied and interactive ways he taught the language really helped students grasp concepts and vocabulary. Students also liked how they were taught functional aspects of the language, such as grammar and vocabulary. However, students immensely disliked the Sentieri online aspect of the course, which they felt was time consuming, unhelpful, and overly complicated. Students recommended changing the course to remove or improve the online assignments, and creating written assignments to further test student understanding. Students also wanted more grammatical context for what they were learning, and a better textbook to use for reference. Prospective students will spend a lot of time learning on their own outside of the class. Having previous knowledge of learning another language is very helpful.

### **AS.210.151.04**

#### **Italian Elements I**

**Rebecca Lee Green**

Overall quality of the class: 4.18

#### Summary:

Students felt that the professor was the best aspect of the course, since she tried to make language learning interesting and accessible to the students. Students liked participating in class and practicing their conversational skills. However, students felt that there was a disconnect between what was taught in class and what was being tested online and that the textbook was not very helpful. Students suggested using a different textbook and felt that increasing the time spoken in Italian would be very beneficial. Prospective students should be self-motivated and willing to put the time in to learn and study outside of the class.

### **AS.210.161.01**

#### **German Elements I**

**Gertraud Johne**

Overall quality of the class: 4.63

#### Summary:

Students thought that the professor's willingness to assist as necessary was the best aspect of this course. They also liked that the class size was small and allowed for group discussion. Several students felt that the online assignments felt like busywork. Some students had difficulties with the time of the class. Prospective students should be able to keep up with the brisk pace and workload of the course and remember to attend every lecture and session.

### **AS.210.161.02**

#### **German Elements I**

**Christiane Ketteler**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **AS.210.161.03**

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### **German Elements I** **Deborah Mifflin**

Overall quality of the class: 4.30

#### Summary:

Students thought that the small class size was the best aspect of this course. Students felt comfortable enough to participate in discussions and the class pace was brisk but manageable. Students did not like that some of the work felt like busywork, however and they wished that they had more time for conversational practice. Suggestions for the class included spending more one-on-one time with the professor to practice conversational skills. Prospective students should be prepared to devote time outside of class to practice and learn what is taught in class. The course will help them learn the basics of German at a rigorous but manageable pace.

### **AS.210.177.01** **Portuguese Elements I** **Mary Bensabatt Ott**

Overall quality of the class: 4.58

#### Summary:

The best aspects of this course included the enthusiastic and helpful professor. Students found the course very immersive and effective in teaching them the language. However, although students liked the emphasis on conversation and speaking the language, they wished they had learned more about the grammar and forming sentences on their own. Suggestions for improvement included adding additional, more diverse activities to test students' understanding of the language in reading, writing, listening, and speaking, such as additional group projects or conversations. Prospective students are advised to have some previous knowledge of a Romance language because very little English is spoken in class. So long as students are willing to study and put the effort in, they will find that this is a good introductory course to the language.

### **AS.210.201.01** **Intermediate French I** **Julie Roy**

Overall quality of the class: 4.57

#### Summary:

Students thought that the best aspect of this course was the professor, who provided very helpful feedback and support to students throughout the semester. Students liked the relaxed class atmosphere and the fact that the class was taught in French because the immersion helped them learn the language faster. Students thought that the varying levels of experience affected the class, because students who were less comfortable with the language were not willing to speak up in class, and those who were more advanced in the language quickly got bored. Students also suggested adding more chances for conversation, continuing the journal exercises and adding in more review for students who feel lost. Prospective students should have a fairly solid background in French and be prepared to speak the language in class. Be active in the class discussions and meet with the professor if you have any questions.

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### **AS.210.201.02**

#### **Intermediate French I**

**Ioana Cooper**

Overall quality of the class: 4.83

#### Summary:

The best aspect of this class was the way the professor taught the language to students using different mediums. Students found that her desire to help students learn the language and her energy throughout the class made the course an informative and an effective way to learn the language. Some students did not like the online work, as they believed it did not add to the learning experience and merely took up time. Suggestions for improvement included adding more of the different movies, music, articles, and literature, and speaking only French in the class to go fully immersive in the language. Prospective students should be comfortable in beginner's French and be prepared for a steady load of reading, writing, and multimedia activities.

### **AS.210.201.03**

#### **Intermediate French I**

**Suzanne Roos**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

### **AS.210.201.04**

#### **Intermediate French I**

**Kathryn Haklin**

Overall quality of the class: 4.75

#### Summary:

Students thought that the coursework and the continuous variety of activities were the best aspects of the course. They found that the professor was engaging and willing to give students personalized feedback as needed, which they thought helped improve their language skills. Several students thought that the online exercises were tedious, repetitive, and unhelpful. Students suggested utilizing the online aspect of the course better and thought that more time should be spent watching and analyzing films in class. Prospective students should have a solid understanding of French and comfortable enough to speak and listen in a class taught entirely in French. They should be prepared for regular homework assignments, writing assignments and quizzes.

### **AS.210.201.05**

#### **Intermediate French I**

**Ana Delia Rogobete**

Overall quality of the class: 3.67

#### Summary:

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Students found that the best aspects of this course were the interactive activities that helped engage students and reinforce the vocabulary. Students liked that the course was taught primarily in French, and believed that the relatively small class size made it easier to participate in group discussions. Many students believed that a lot of the assignments, particularly the online QUIA assignments, were busywork and did not provide any real language learning value. Students suggested getting rid of these online activities and replacing them with more constructive assignments, such as writing exercises and additional conversational opportunities. Students also would have liked to learn more about French culture and some of the more basic grammatical aspects of the language. Prospective students should be willing to put in continuous effort to complete the assignments and memorize the grammar and vocabulary. Students should be fairly familiar with the French language and feel comfortable speaking in it.

### **AS.210.201.06**

#### **Intermediate French I**

##### **Autumn Vowles**

Overall quality of the class: 4.42

#### Summary:

Students believed that the best aspects of this course included the frequent class discussions and relaxed environment that promoted speaking and listening in French. The professor was very helpful and provided ample guidance for students who had questions or difficulties. However, students found some of the activities to be tedious and unhelpful and that parts of the language, specifically the grammar, was often skimmed over or ignored. Suggestions for improvement included increasing the amount of French spoken in class, providing more support in teaching the grammar, and including more oral evaluations and activities. Prospective students should be comfortable with the language and able to converse in basic French. They need to be willing to practice and commit time to complete the activities and get the assignments done on time.

### **AS.210.211.01**

#### **Intermediate Spanish I**

##### **Sara Urruticoechea Romero**

Overall quality of the class: 4.35

#### Summary:

Students thought that the best aspect of this course was that it was taught entirely in Spanish, which they believed really helped them learn the language and improve their speaking skills. Students found that they received good feedback and thought that the activities in class were very helpful. However, they did find that the online activities and assignments in MySpanishLab were tedious and not helpful. Suggestions for improvement included getting more guidance on some of the new grammar concepts, and learning more about the culture, either through activities or movies. Prospective students need to be comfortable in the language so they can follow along in a Spanish-only setting. They also need to be willing to put in a lot of effort and keep up with the assignments.

### **AS.210.211.02; 04**

#### **Intermediate Spanish I**

##### **Barry Weingarten**

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Overall quality of the class: 3.82

### Summary:

The best aspect of this course included the group projects that encouraged everyone to speak, and the focus on learning the grammar rules. Students thought that there could have been more conversational and listening activities, and that the course was taught directly from the book with little elucidation or expansion. Students suggested changing the course to allow more time for in-class discussions and conversations to help students with their speaking skills. They believed that taking a few minutes to teach everything in English might help students better understand the grammatical concepts. Students also suggested replacing the online homework assignments with something else. Prospective students should be prepared to practice and speak Spanish every day. They should be willing to participate in class discussions and show that they are putting effort into learning the materials.

### **AS.210.211.05**

#### **Intermediate Spanish I**

**Marcos Perez**

Overall quality of the class: 3.67

### Summary:

Students thought that the best aspects of this course were the dynamic class discussions and emphasis on improving their speaking skills. Students liked the variety of exercises and activities to help them quickly acquire and perfect language skills. Many of the students thought the workload was excessive, especially before exams, and that it was often difficult to participate in such a large class. Suggestions for improvement included spreading out the work assignments and limiting some of the assigned work. Students also wanted smaller classes to promote more discussions without feeling harangued by the professor for making a mistake. Prospective students should be prepared to spend a fair amount of time outside of the class completing work. They should also be comfortable in attending and participating in a course that is taught completely in Spanish.

### **AS.210.212.01; 03; 05**

#### **Intermediate Spanish II**

**Sara Urruticoechea Romero**

Overall quality of the class: 4.30

### Summary:

Students found that the way the course was structured and the way the professor encouraged the class were the best aspects of this course. Students liked the informal setting and felt more comfortable participating in group discussions. Some of the students found the course to have a heavy workload, however, and others did not like watching the movies in 20-minute chunks. The students also did not like the fact that the online exercises were meant to help students learn on their own instead of being guided in the class, so many suggested getting rid of these assignments. Students also recommended altering the schedule to spread out assignment due dates and allowing students to watch all or none of a movie in one go. Prospective students need to be proficient enough in Spanish to keep up in a class where little to no English is spoken. Students also need to be prepared to spend time outside of the classroom learning and studying the materials.

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### **AS.210.212.02; 04**

#### **Intermediate Spanish II**

**Sergio Ruiz-Perez**

Overall quality of the class: 4.07, 3.80

#### Summary:

Students thought that the best aspects of this course were the energetic professor, the group discussions, and the helpful textbook. Many students found that the course load was heavy and unevenly scheduled, and that the course was more or less taught out of a textbook. Students suggested changing the curriculum to spread out the work. They also wanted to see more activities created by the professor without the textbook, such as reading literature or poetry to teach grammar. Prospective students need to be prepared to speak and participate in class discussions that are strictly in Spanish.

### **AS.210.251.01**

#### **Intermediate Italian I**

**Alyssa Falcone**

Overall quality of the class: 4.71

#### Summary:

Students thought that the best aspects of this course were the very useful and varied activities used throughout the text. The professor tried to engage everyone in the materials and held class discussions to get people participating. Most students did not like the online exercises and thought that they did not help. Other students disliked the oral exams that depended on someone else in order to get a good grade. Students suggested that getting rid of the online assignments and replacing them with other activities, such as additional conversation and oral exercises. Prospective students should have a basic understanding of Spanish. The course focuses heavily on grammar, and the workload is very manageable.

### **AS.210.251.03**

#### **Intermediate Italian I**

**Francesco Brenna**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.210.251.04**

#### **Intermediate Italian I**

**Maria Assunta Farisco**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **AS.210.261.01**

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### **Intermediate German I Marcus Heim**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

### **AS.210.261.03 Intermediate German I Heidi Wheeler**

Overall quality of the class: 4.56

Summary:

Students believed that the better aspects of this course included the in-class discussions and deep exploration of the topics covered in class. Students thought that their language skills improved and that the grammar studied over the semester was very useful. Most students found that the online components of the course were not conducive to learning German and that they simply thought they were busywork. Students suggested that the online work be replaced with more speaking exercises and cultural exploration. Prospective students should be comfortable in taking an immersion course, as everything is taught in German. The workload is constant but manageable and the course is constructively rigorous.

### **AS.210.261.04 Intermediate German I Nina Tolksdorf**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

### **AS.210.277.01 Intermediate/ Advance Portuguese Mary Bensabat Ott**

Overall quality of the class: 4.13

This class had 5 or fewer comments.

### **AS.210.301.01 Advanced Writing and Speaking in French Rebecca Powers**

Overall quality of the class: 3.93

Summary:

Students thought that the best aspects of this course were the variety of activities and assignments, as well as the class discussions. However, students did not like that the professor often used English while

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teaching, and felt like they did not review the vocabulary often enough. Students also felt that the lectures were somewhat tedious. Suggestions for improvement included adding more conversational activities and increasing group discussions to promote participation. Students also wanted better explanations of the grammar. Prospective students should be prepared for extensive writing, but less speaking in this course.

### **AS.210.301.02**

#### **Advanced Writing and Speaking in French**

**Bruce Anderson**

Overall quality of the class: 4.18

#### Summary:

Students' favorite aspects of this course included the small, relaxed setting of the class that encouraged participation and discussion. Students found the cultural lessons to be extremely interesting, and the writing assignments helped them improve their language skills immensely. Students also found that the step up to this course from Intermediate French was too much, which made it difficult to keep up with the lectures. Students suggested having more class discussions and oral evaluations to help them improve their speaking and listening skills. Students also wanted some additional time at the beginning of the semester to help them transition to the more difficult materials of Advanced French. Prospective students should be prepared for an immersive class that concentrates heavily on writing. The materials are challenging but students' language skills will significantly improve.

### **AS.210.301.04**

#### **Advanced Writing and Speaking in French**

**Maxime Leblond**

Overall quality of the class: 4.43

#### Summary:

The best aspects of this course were the engaging and supportive professor who provided a lot of help and feedback to the students. They also thought that the ample writing practice and feedback on their papers really helped them improve their writing skills. Students found that the workload was somewhat strenuous and the topics covered in the class discussions to be dull. Students suggested varying the writing assignments, spending more time on the grammar, and holding more free-topic discussions to promote class participation. Prospective students should be prepared for a writing intensive course in an immersive environment. Students are recommended to stay on top of the work and ask questions as they need to.

### **AS.210.301.05-06**

#### **Advanced Writing and Speaking in French**

**Loise Leleve**

Overall quality of the class: 4.28

#### Summary:

The small class size and the intensive study of the language were considered the best aspects of this course. Students really thought that the rigorous writing schedule and the extensive feedback they

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received helped them improve their language skills. Students also liked having a native speaker teach them colloquial phrases and expressions to help improve their conversational skills. However, students felt that the lessons on grammar could get long and somewhat boring. Students also did not like the fact that the final paper is a literary analysis, but that they had not discussed this form of paper over the semester. Suggestions for improvement included staggering the homework assignments to allow more time for revision of the papers. Prospective students are highly encouraged to take this course to improve their language skills and get fully immersed in the language.

### **AS.210.309.01**

#### **The Sounds of French**

**Bruce Anderson**

Overall quality of the class: 4.55

This class had 5 or fewer comments.

### **AS.210.311.02-03**

#### **Advanced Spanish**

**Paula Gefaell-borras**

Overall quality of the class: 3.86

#### Summary:

Students felt that the best aspects of this course were the rigorous pace and immersive course lectures. Students liked the immersive set up of the course and felt that the assignments helped promote language learning. However, they thought that the work outside of the classroom was excessive, and that there was not enough emphasis on speaking. Suggestions for improvement included adding in more conversational and speaking activities, adding more practice for the exams, and providing additional feedback on the assignments. Prospective students should be prepared for a heavy workload and feel comfortable learning in an immersive Spanish-speaking environment.

### **AS.210.311.04-05**

#### **Advanced Spanish**

**Aranzazu Hubbard**

Overall quality of the class: 4.32

#### Summary:

The best aspect of this course was the enthusiastic and engaging professor, who was dedicated to helping students learn and succeed. Students also found the workload light and good for practicing concepts studied in class. Students had very few complaints about this class, only that lectures could sometimes get a bit repetitive. Suggestions for improvement included adding more time in for additional conversation and speaking practice. Students also recommended changing the format of some of the homework to be offline, since the technology would occasionally act up. Prospective students are highly encouraged to take this course if they are looking to improve their Spanish skills, but they should be very comfortable in speaking, listening, and learning in the language. They need to be prepared to complete the work on time and participate in class to get the most out of this course.

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### **AS.210.312.01-02** **Advanced Spanish II** **Naiara Martinez-Velez**

Overall quality of the class: 4.20

#### Summary:

The best aspects of this course included the committed professor and her engaging methods to teach the class. Students liked the variety of activities in the class, and appreciated that the emphasis on writing, reading, listening, and speaking was well balanced. Many students thought that the homework assignments were more busy work than actually productive and that the workload had unbalanced due dates. Students suggested spreading out the due dates for assignments and providing some alternative assignments to those online. Prospective students should be prepared to complete a lot of work outside of the classroom, and a lot of participation in class.

### **AS.210.312.03-04** **Advanced Spanish II** **Paula Gefaell-borras**

Overall quality of the class: 3.91

#### Summary:

Students thought that the best aspects of this course included the helpful and engaging professor, as well as the small and relaxed classroom atmosphere. Students thought that they got to practice their language skills and that the course was well organized. Students thought that the online work was ineffective in teaching language skills, and that the workload can fluctuate between very heavy and very spare. Student suggested spreading out the due dates for assignments and increasing participation in the class with more conversational and oral exercises. Prospective students should be prepared for a fair amount of work and expect to be challenged in this immersive course.

### **AS.210.313.01-02** **Medical Spanish** **Naiara Martinez-Velez**

Overall quality of the class: 4.58

#### Summary:

Students really liked the topics and practicality of this course, which they found to be useful. They found the professor extremely helpful, and the course discussions interest. Students all agreed that the homework load was very heavy. Their suggestions for course improvement included lessening the amount of homework and adding more variety to the class activities to allow students to practice dialogue. Prospective students should know that this course is very work-intensive, but that the projects have a lot of personal exploration aspects and the materials are all very useful and applicable to real-life scenarios.

### **AS.210.316.01-02** **Conversational Spanish II** **Sergio Ruiz-Perez**

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Overall quality of the class: 4.20

Summary:

Students thought that the best aspect of this course was the small class size, which encouraged class participation and conversation. Students found the professor to be very encouraging and that he made the course interactive and engaging. Students thought that they really grew comfortable speaking in Spanish. The worst aspects of this course were the focus on grammar and the lack of cultural discussions. Students suggested that the course include a greater variety of contemporary media, such as movies, music, and literature, to help them learn about the culture and some of the expressions. They also suggested changing some of the homework assignments in order to rely less on the online system, which many did not like. Prospective students are highly recommended to take this course to help them improve their comfort levels in hearing and speaking Spanish. They should be prepared to complete a fair amount of work and to participate regularly in class.

### **AS.210.351.01**

#### **Advanced Italian I**

**Michele Zanobini**

Overall quality of the class: 4.78

Summary:

Students thought that the best aspect of this course was the heavy emphasis on discussion and conversation. Students liked their professor immensely and felt that he encouraged the students. The homework load was somewhat heavy, and the due dates for assignments were not well spread out throughout the semester, students said. Students recommended spending less time on daily work and more time on grammar review. Students also wanted more vocabulary to work with and a variety of topics to discuss. Prospective students should be comfortable with taking a course in an immersive setting and be prepared to discuss different topics in class conversations.

### **AS.210.361.01**

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

**Johannes Birke**

Overall quality of the class: 3.71

Summary:

The best aspects of this course included the extensive speaking and dynamic conversations held within class. Students found it helpful that the professor was a native speaker, and that the feedback they received was very helpful when learning. However, students did not like the heavy workload each week, which they thought was too much. Suggestions for improvement included adding a variety of contemporary examples for listening activities, and cutting back a bit on the outside assignments. Prospective students should be prepared to speak often in class and to work daily on the assignments to stay on top of the language and workload.

### **AS.210.361.02**

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

**Johannes Schade**

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Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **AS.210.361.03**

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

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.210.411.01**

**Translation for Professions**  
**Maria Del Rosario Ramos**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.210.412.01**

**Community Based Learning – Spanish Language Practicum**  
**Loreto Sanchez**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **AS.210.413.01**

**Curso de Perfeccionamiento**  
**Loreto Sanchez**

Overall quality of the class: 4.78

This class had 5 or fewer comments.

### **AS.210.417.01**

**Eloquent French**  
**Kristin Cook-Gaillourd**

Overall quality of the class: 4.42

This class had 5 or fewer comments.

### **AS.211.265.01**

**Panorama of German Thought**  
**William Egginton**

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Overall quality of the class: 4.54

### Summary:

Students praised the course for its overview of German philosophy, which affected the way students thought about life. Issues with the course included a complaint from students that the course had a heavy workload, and other students saying the requirement to read a book a week was too much. Suggestions for improvement included wishing the course met more frequently in order to discuss readings. Others wished the course cut down on the number of readings so students could focus more on the ones that remained. Prospective students should know that no prior experience with philosophy was necessary for success in the course. Students did find the course had a heavy workload but multiple students thought the course was intellectually challenging enough to make it worthwhile.

### **AS.211.340.01**

**Topics in French Cinema: Amour, Mariage, Sexualite**

**Suzanne Roos**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

### **AS.211.390.01**

**Modern Spanish Culture**

**Javier Valiente-Nunez**

Overall quality of the class: 4.00

### Summary:

Students praised this course for covering fascinating material and for providing students a preview of their exams to aid them when studying. Multiple students thought the course could have been improved structurally, because instruction was focused around text-heavy PowerPoint slides that included all the major points of the assigned reading. Suggestions for improvement primarily included a desire for more time for group discussions. Prospective students should know that a knowledge of the Spanish Culture and Spanish language in particular were important because class discussions were conducted in Spanish.

### **AS.211.401.01**

**La France Contemporaine I**

**Bruce Anderson**

Overall quality of the class: 4.70

### Summary:

Students broadly praised the multimedia this course used, including movie clips, videos, PowerPoint slides, readings and other media. Students felt this was a great way to get an overview of French culture and modern politics. Issues with the course included a lack of feedback and a lack of clarity on what was expected of students on assignments. Suggestions for improvement included a broad desire for quicker feedback and grades on assignments. In addition, some students wanted to see increased opportunities

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for group discussion in class, given the small number of students. Prospective students should know that the course is an interesting look at contemporary France and a good foundation of French grammar and language was helpful.

### **AS.211.401.02-03**

#### **La France Contemporaine I**

**April Wuensch**

Overall quality of the class: 3.88

#### Summary:

Students praised this course for being a comprehensive look at contemporary French society. Many students complained that it took a long time to receive grades and feedback on assignments. In addition, some students found the instructor rushed through important points in the lecture. Suggestions for improvement included a desire for quicker feedback on assignments as well as a desire for the instructor to be more responsive to e-mails. Prospective students should know that the course was interesting but had a demanding workload.

### **AS.211.412.01**

#### **Temps et recit dans le cinema francais**

**Derek Schilling**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

### **AS.211.426.01**

#### **Paris 1900: The Great World Exhibition and the Beginning of Modernism**

**Kristin Cook-Gailloud**

Overall quality of the class: 3.78

#### Summary:

Students found the course provided a unique opportunity to explore and discuss the exposition and to do a story on a "largely unexplored" topic. However, the course was disorganized, as assignments weren't promptly posted before they were due. Other students felt that class discussion seemed disconnected from one day to the next. Suggestions for improvement included a syllabus for the course that would clearly lay out the course's assignments and their due dates. Prospective students should know that the course workload was considered manageable, but students needed to be able to write a paper entirely in French.

### **AS.212.127.01**

#### **Freshman Seminar: 18<sup>th</sup> Century Theater**

**Olivia Sabee**

Overall quality of the class: 4.57

#### Summary:

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Students broadly praised this small-discussion focused course for allowing for “excellent and casual conversations.” Some students found that the workload for the course got hectic near the end of the course as multiple assignments were due. Suggestions for improvement included a desire to read a greater variety of plays from across Europe. Students also wished to see a more balanced schedule for assignments going forward. Prospective students should know that students found a background in French and in theatre was helpful for this course, and that there was a performance requirement.

### **AS.212.333.02**

#### **Introduction à la littérature française**

**Hanna Roman**

Overall quality of the class: 4.36

#### Summary:

Students widely praised this course with one student saying the course was “a personalized class with constant interaction with the professor.” Multiple students had issues with the course’s assigned readings, which were either too much or not adequately spread out across the semester. Suggestions for improvement included a desire to have more opportunities to speak in class either by reading aloud or by having the instructor encourage more group discussions. Prospective students should know that a good grasp of French grammar and a command of the language were necessary. Students also found that there were many required readings used to help complete class assignments.

### **AS.212.429.01**

#### **Thesis Prep**

**Derek Schilling**

Overall quality of the class: 3.40

This class had 5 or fewer comments.

### **AS.212.481.01**

#### **The 18<sup>th</sup>-Century French Novel**

**Wilda Anderson**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **AS.213.312.01**

#### **Contemporary German Literature (1970 to the present)**

**Andrea Krauss**

Overall quality of the class: 4.67

#### Summary:

Students praised the course’s instructor for leading thought-provoking group discussions and interesting analyses of literature. Some students disliked having to read, as they felt some of the texts were too long or too dense. Students also thought that because the course stuck to a theme examining German

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cultural identity and migrant issues, it overlooked other potentially interesting subject areas. Suggestions for improvement included a desire for a diversification in themes and subject areas. Prospective students should know that the course focused on reading literature in German and discussing it in class. So, the ability to read and write in German was important for success in the course.

### **AS.213.336.01**

#### **Dancing About Architecture: Jewish Humor and the Construction of Cultural Discourse**

**Marc Caplan**

Overall quality of the class: 4.00

#### Summary:

Students praised the course for having a knowledgeable professor and covering interesting material that got students to look at humor in different ways. Issues students had with the course included a complaint that the course routinely ran over its assigned time. Suggestions for improvement included a desire that the instructor not presume that students had previous knowledge of Jewish and Yiddish culture. Prospective students should know that the course challenging yet fun. The course included an interesting mixture of readings and movies, and for some the experience changed how they looked at jokes.

### **AS.214.346.01**

#### **The Short Story in Italy Across the Centuries**

**Pier Forni, Walter Stephens**

Overall quality of the class: 4.10

#### Summary:

Multiple students praised this course and its two instructors who jointly brought complimentary views on the course's readings and subject matter. Some students thought the course could have used more structure, as some students thought lectures could get bogged down with two instructors. Other students complained of a delay in receiving feedback on assignments. Suggestions for improvement included having only one instructor, and including more information regarding Italian history. Prospective students should know that the course had very interesting readings and that knowledge of Italy, its history, and mythology were helpful for succeeding in this course.

### **AS.214.361.01**

#### **Rome as Told by its Narrators: A Journey through History, Literature, Arts, & Film**

**Teodoro Katinis**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

### **AS.214.369.01**

#### **Food and Culture in Italy**

**James Coleman**

Overall quality of the class: 4.50

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### Summary:

Students praised this course for having a wide range of readings and for exploring a variety of topics relating to food. Some students thought that while students read a variety of readings, they were not able to explore the content in depth. Suggestions for improvement included having more focused readings rather than assigning whole texts. Prospective students should know that the course required weekly readings and an intermediate to advanced level of Italian fluency was necessary.

### **AS.215.231.01**

#### **Introduction to Literature in Spanish**

**Lauren Judy**

Overall quality of the class: 4.50

### Summary:

Students broadly praised this course for being a small-group discussion as opposed to a lecture. Students also praised the enthusiasm and passion of the course's instructor. Multiple students thought the breadth of topics the course covered made it difficult to go in depth on any of them, causing many discussions to be largely superficial. Suggestions for improvement varied with some students asking that more attention could be focused on some texts. Prospective students should know that students found the course exposed them to some "really amazing literature" and completing the reading was necessary to succeed in the course.

### **AS.215.231.02**

#### **Introduction to Literature in Spanish**

**Maria Ruhlmann**

Overall quality of the class: 4.20

### Summary:

Students broadly praised this course for exposing them to a variety of readings from a variety of time periods and styles. Some students thought the class was unorganized with one student saying it was hard to know what assignments were due when. Suggestions for improvement included a desire that the course and grading focus more on students' ability to analyze texts rather than requiring them to remember and go through so many works. Prospective students should know students found that proficiency in Spanish was required and that while there were a lot of readings, students found the course interesting.

### **AS.215.337.01**

#### **Teatro Espanol del Siglo del Oro**

**Harry Sieber**

Overall quality of the class: 4.50

### Summary:

Students praised this course for exposing them to the art of the Golden Age of Spain as well as for covering a variety of plays. Some students found the course's readings to be long and difficult to understand, particularly plays that were written hundreds of years ago. Suggestions for improvement

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included adding additional in-class assistance to better understand the plays. Prospective students should know that students found that a good grasp of the Spanish language was helpful in terms of succeeding in this course particularly since, as one student noted, “the readings are advanced like Shakespeare, but in Spanish.”

### **AS.215.451.01**

**El Cine de Pedro Almodovar**

**Eduardo Gonzalez**

Overall quality of the class: 4.38

#### Summary:

Students praised this course for exposing them to interesting works of a famous Spanish director and for inspiring interesting group discussions. Some students found the course’s quizzes and other assignments to be difficult because they had little to do with the films or readings. Students also found that the instructor often went on tangents. Suggestions for improvement included a desire that testing focus on the themes of works rather than testing the intimate details. Prospective students should know that the course didn’t require a background in the Spanish language or culture. Students also found the instructor tended to change the syllabus so it was necessary to be adaptable. Finally, some students found the works of Almodovar to be graphic so students should be prepared for adult material.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.100.102.01-06  
The Medieval World  
Gabrielle Spiegel**

Overall quality of the class: 3.72

Summary:

The best aspect of this course was learning details about history stretching back to Rome and early Christianity. Many students had issue with the way lectures are structured with multiple students saying they wished the instructor used presentation software such as PowerPoint to better present information to students so they could more easily follow along. Suggestions for improvement included having the instructor incorporate technology such as PowerPoint more into her teaching and to better match up reading assignments with exams and class lectures. Prospective students should know that the class required heavy reading and writing. Prospective students should also know that students were expected to complete a weekly writing assignment.

**AS.100.113.01; 03-04  
Making America: Race, Radicalism, and Reform  
Ronald Walters**

Overall quality of the class: 3.94

Summary:

The instructor’s passion for the subject matter as well as a good selection of readings both primary and secondary sources are highlights of this class. Some students found that there was a disconnect between essay questions they were tested on and materials they were required to read and review in the class. Suggestions to improve the class included increasing discussion in the class and ensuring that items students are graded on are more closely connected to what has been covered. Prospective students should know that each week students were expected to write a brief paper on readings covered during the week.

**AS.100.121.01-02  
History of Africa to 1880**

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### **Pier Larson**

Overall quality of the class: 3.62

#### Summary:

The best aspects of this class included the engaging instructor and a subject matter that students said they hadn't had an opportunity to learn about prior to the course. Apparent issues with the course varied among the students, as some felt there was too much reading for a 100-level class. Suggestions for improvement included a request for additional time to complete the midterm and final paper while other asked for feedback prior to submitting such works so they would know whether they understood the course. Prospective students should know that the course provided students a good overview of a number of areas and people across Africa. The course was demanding due to the amount of reading but also challenged students' perspectives on history and the world.

### **AS.100.168.01**

#### **Freshman Seminar: US-USSR Cold War**

#### **Jeffrey Brooks**

Overall quality of the class: 4.22

#### Summary:

Students praised this class for its ability to offer them new and different perspectives on the Cold War and the personalities of the leaders on both sides of the conflict. While students enjoyed the new perspectives, many felt the class had too much required reading in multiple books and other articles. Suggestions for improvement varied with some requesting the instructor not pick students from the class roster at random to call on to answer questions. Others asked that the class be streamlined perhaps by either focusing on the culture or the politics of the time rather than both, or by restructuring the class to allow for more discussion. Prospective students should know that students had to work hard and read critically for this course. Prospective students should also realize the course didn't focus heavily on the military aspect of the Cold War.

### **AS.100.193.01**

#### **Undergraduate Seminar in History**

#### **Marina Rustow**

Overall quality of the class: 4.23

#### Summary:

Most students praised this course both for the breadth of historical topics it touched upon as well as the way it challenged them to learn the art of writing about history. Students expressed concern about the amount of reading the course required with one student saying the class required students to read about a book a week in addition to hundreds of pages of articles. Suggestions for improvement included reducing the amount of required reading or restructuring the course to allow for the independent research students need to complete their work. Prospective students should know students found this to be a great class to learn the art of writing history. Students also recommended choosing their research topic early on in order to insure prospective students have sufficient time to balance class work and their own project.

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### **AS.100.193.02**

#### **Undergraduate Seminar in History**

**Gabriel Paquette**

Overall quality of the class: 4.50

#### Summary:

Most students praised this course's instructor as well as the way the course challenged students' research and writing skills. Many students expressed concern about the amount of reading the course required, with one student saying the class' requirement to read a book a week or more didn't allow students enough time to reflect on what they were reading. Suggestions for improvement included reducing the amount of required reading or restructuring the course to allow for the students' independent research. Prospective students should know this class required a great deal of work but was rewarding. The course is geared to history majors or those interested in history and may not be a good choice for others.

### **AS.100.202.01**

#### **Conflict and Co-Existence: The Early Modern Mediterranean**

**Erin Rowe**

Overall quality of the class: 4.24

#### Summary:

For this course, students largely praised the instructor's enthusiasm and energy and praised the class for exploring an area and time in history many were unfamiliar with. Some students expressed concern about the amount and value of the readings with some saying there was too much and that some of the documents were dry or added little new information. Suggestions for improvement included reducing the class size to allow for more active student discussion during class. Prospective students should know to keep up with the assigned reading in order to be successful on exams and papers.

### **AS.100.241.01-02**

#### **American Revolution**

**Philip Morgan**

Overall quality of the class: 4.28

#### Summary:

Students praised this course for offering new insights and a fresh perspective on a part of history some thought they already knew. Some students felt some of the reading and some of the points touched on in class didn't relate to or were important to what students were graded on. Suggestions for improving the course included streamlining it to remove unnecessary information and readings. Prospective students should know this course didn't require any background in the American Revolution. For those who did have knowledge of the time period, the course offered new perspectives.

### **AS.100.247.01**

#### **Remaking Gender in 20<sup>th</sup> Century America**

**Mary Ryan**

## HISTORY

Overall quality of the class: 3.59

### Summary:

Students praised this class for having an interesting subject matter and for having assigned readings that were relevant and added an extra dimension to class discussions. However, many students found the lectures to be unfocused or dry. Suggestions for improvement included more class discussions rather than standard lectures and for lectures to be more focused. Prospective students should expect a good amount of assigned reading however most of the assigned reading is compelling and relevant to the course.

### **AS.100.307.01**

#### **Latin American Independence**

**Gabriel Paquette**

Overall quality of the class: 5.00

### Summary:

Students praised this course for the interesting content it covered and the engaging debates that arose from class discussions. Many students felt that the course had a heavy workload that “could sometimes be very overwhelming,” so they suggested reducing the amount of required reading. Prospective students should know that students found the course very interesting but writing intensive.

### **AS.100.322.01**

#### **New World Encounters: Europeans, Natives, African. The Makings of Creole**

**Guillermo Garcia Montufar**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.100.331.01**

#### **Buying Power: American Consumer Society 1750-1960**

**Robert Gamble**

Overall quality of the class: 4.10

### Summary:

Students praised the course’s intriguing course content and the instructor who was described as a great mediator of class discussions. Some students thought the class was a bit disorganized and that the subject matter was so broad that various lessons didn’t seem to connect with one another. Suggestions for improvement included adding a more structure and focus to the course and class discussions. Prospective students should know that students found there was a lot of reading in the course and that the class was particularly good for those people interested in business and economics.

### **AS.100.333.01; 03; 05; 07; 09**

#### **Global Public Health Since World War II**

**Louis Galambos**

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Overall quality of the class: 3.75

### Summary:

Students praised this course for giving a historical view on public health and said the small class size and the course's structure encouraged class discussions. Some students felt the course was disorganized and that expectations for students' work weren't clear. Other students said the workload was high for this course. Suggestions for improvement included having more focused reading assignments and perhaps having more interactive lectures that used programs such as PowerPoint. Prospective students should know that some students found the course involved more history and economics than other Public Health courses.

**AS.100.333.02; 04; 06; 08; 10**  
**Global Public Health Since World War II**  
**Barbara Morgan**

Overall quality of the class: 3.57

### Summary:

Students praised this course for offering an engaging look at public health initiatives from a historical perspective. Some students felt the instructor's lectures could be dry and that the reading was excessive. Suggestions for improvement included reducing the amount of required reading and having more incentives for students to attend lectures. Prospective students should know that students found the course was an "interesting interdisciplinary course for it combines history economics and public health."

**AS.100.347.01**  
**Early Modern China**  
**William Rowe**

Overall quality of the class: 3.87

### Summary:

Students praised this course for having engaging lectures and a reasonable workload. Some students felt there was too much material that was fair game for the final making it hard to prepare for. Others felt there was little correlation between the courses required readings and lectures. Suggestions for improvement included tying the class' assigned reading more firmly into lectures and doing away with the class' book critiques. Prospective students should know the course doesn't require a background in Chinese history or culture although some familiarity will help.

**AS.100.372.01**  
**The Victorians**  
**Judith Walkowitz**

Overall quality of the class: 4.15

### Summary:

Students praised this course for exploring the time period from "multiple and interesting sources" which helped them to get a "big picture" view of the time's society. Some students felt the course could have

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been improved by breaking the three-hour class up. Others felt they were graded harshly. Suggestions for improvement included adding more class discussions to help to keep students engaged in the class. Prospective students should know that the grades revolved heavily around essay writing.

### **AS.100.373.01**

#### **Sex and Society in Early Modern Europe**

**Erin Rowe**

Overall quality of the class: 4.40

#### Summary:

Students broadly praised this course's instructor who was described as incredibly thorough and detail oriented. Some students felt the reading requirement for this course was excessive. Suggestions for improvement included offering students more guidance on what was expected on an exam. Prospective students should know that completing the reading was important to success in the course.

### **AS.100.405.01**

#### **European Socialist Thought**

**Peter Jelavich**

Overall quality of the class: 4.43

#### Summary:

Students praised this course for having an accessible and knowledgeable professor and interesting readings. Some students found the assigned readings to be dense and dry, and other students thought the course's grading was harsh. Suggestions for improvements were few although some asked for a reduction in required reading assignments. Prospective students should know that students found the course required a bit of work and focused on political theory as opposed to history. Some students felt previous knowledge of the continent or economics was helpful.

### **AS.100.409.01**

#### **Fascism: History and Interpretation**

**Adam Bisno**

Overall quality of the class: 4.90

#### Summary:

Students praised this course for being always interesting and the instructor for providing excellent feedback. Some students found the subject matter and readings to be a bit dense and hard to understand. Suggestions for improvement included changing the course's assigned reading load either by including different or fewer items. Prospective students should know that students found that having a good knowledge of European history and political theory was helpful for this course.

### **AS.100.410.01**

#### **Subversive Humor in US and Modern Europe**

**Jeffrey Brooks**

Overall quality of the class: 4.83

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This class had 5 or fewer comments.

### **AS.100.413.01**

#### **London 1580-1830: The History of Britain's Capital City**

**John Marshall**

Overall quality of the class: 4.68

#### Summary:

Students praised this course for having interesting material and an engaging instructor. Some students thought the class had a lot of reading some of which were dull. Suggestions for improvement included perhaps narrowing the scope of the class and of lightening the reading load. Prospective students should know that the class is discussion based and that students broadly praised the instructor.

### **AS.100.439.01**

#### **Cuban Revolution and the Contemporary Caribbean**

**Franklin Knight**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **AS.100.470.01**

#### **Monuments and Memory in Asian History**

**Tobie Meyer-Fong**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

### **AS.100.479.01**

#### **Problems in Chinese Urban History**

**William Rowe**

Overall quality of the class: 4.90

#### Summary:

Students praised this course for fostering illuminating and interesting full-class discussions. Multiple students found the class' reading requirement to be excessive, so students suggested assigning more focused reading assignments. Prospective students should know that the course focused on class discussion and creating a response paper.

### **AS.100.497.01**

#### **Year of Revolt: 1968 in Europe**

**Hanno Balz**

Overall quality of the class: 4.80

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This class had 5 or fewer comments.

**AS.100.499.01**

**Film and Propaganda in Nazi Germany**

**Hanno Balz**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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
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- 3-Fair
- 4-Good
- 5-Excellent

**AS.010.101.01-03**

**Intro to History Euro Art**

**Herbert Kessler, Felipe Pereda**

Overall quality of the class: 3.50

Summary:

The best aspects of this course included the enthusiasm and passion of the professor. Many students who had prior art history experience found that the course focused more on the history than the art aspect, and felt that some of the concepts were glossed over in favor of classical theories. Some suggestions for the course included providing a textbook, as well as focusing more on art history and less on illustrated history. Students would also like to see less reading and more emphasis on discussion. Prospective students who are interested in learning art history are encouraged to take this course, but to be warned that the focus is more on history than art.

**AS.010.101.04**

**Intro to History Euro Art**

**Felipe Pereda**

Overall quality of the class: 4.11

Summary:

The best aspects of this course included that there was no textbook, and that the professor was very enthusiastic when giving lectures. Students found the lectures to be very engaging and interesting. Suggestions for improvement included having more structured lectures to promote discussion in class, as well as posting the PowerPoint slides to Blackboard for future reference. Prospective students might find it helpful if they have prior knowledge of art history, as there is no textbook but there are readings that must be completed before class.

**AS.010.105.01**

**Art of the Ancient Americas**

**Lisa Deleonardis**

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Overall quality of the class: 4.72

### Summary:

The best aspects of this course included the well-structured, highly informative lectures with a professor who was passionate about what she taught. Students found the materials to be very interesting and the field trips extremely insightful to handle the objects they'd been studying. Suggestions for the course were very few, mostly that students wished to spend more time at the exhibits and perhaps go to museums closer to campus. Prospective students do not need an art history background to fully enjoy and appreciate this course.

### **AS.010.162.01**

#### **Junk! New (Old) Materials in Modern Art**

**Jennifer Watson**

Overall quality of the class: 5.00

### Summary:

The best aspect of this course included fascinating materials and concepts that are approachable for anyone, including non-art history majors. Students appreciated the professor's knowledge and passion for the subject, and found the readings and lectures to coincide well. Some suggestions for improvement included lessening the amount of reading required, as some students found it difficult to keep up or cover all of the content in class. Prospective students are advised to keep on top of the reading and participate in class. They do not need an art history background, just an appreciation of art.

### **AS.010.236.01**

#### **Palaces, Temples, and Tombs in Mesopotamia**

**Marian Feldman**

Overall quality of the class: 4.44

### Summary:

The best aspects of this course included the small class size that supported class discussion and the moderate workload that made it easier to digest the information and concepts discussed in class. Some students found the reading load a bit heavy and felt that the grading system was a bit unclear, so some suggestions for improvement included providing more concise or fewer reading assignments, as well as rubrics for the writing assignments. Prospective students should be aware that this is a moderately writing-intensive course but is excellent for anyone with an interest in Mesopotamia.

### **AS.010.264.01**

#### **Twentieth-Century Art in Europe and the United States**

**Molly Warnock**

Overall quality of the class: 4.73

### Summary:

The best aspects of this course included stimulating lectures and a professor who is highly passionate about the subject matter she teaches. Students found it easy to understand concepts and intent of artworks, and that the provided material meshed well with the lectures. Suggestions for improvement

## HISTORY OF ART

included a desire for more field trips in order to see some of the works of art in person. Prospective students are advised to take notes and participate in class and that a background in art history would be useful but not required.

### **AS.010.347.01**

#### **Inventing Antiquity in the Early Renaissance**

**Stephen Campbell**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.010.389.01**

#### **The Stone and the Thread**

**Lisa Deleonardis**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **AS.010.415.01**

#### **Modernism and Postmodernism in Architecture**

**Martin Perschler**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **AS.010.422.01**

#### **Early Modern Dutch and Flemish Painting**

**Mitchell Merback**

Overall quality of the class: 4.67

#### Summary:

The best aspects of the course included a passionate professor who provided well-organized and thoughtfully executed lectures. Students found the class interesting and engaging. Suggestions for improvement included an extension to the lecture time or a reduction of content to discuss, as the professor often ran out of time to lecture on all of the topics scheduled for the day. Prospective students should have a desire to learn about the artistic movements during this period, and be willing to invest time in completing the reading assignments and studying for exams.

### **AS.010.470.01**

#### **Power and Politics in Assyrian Art**

**Marian Feldman**

Overall quality of the class: 4.71

## HISTORY OF ART

### Summary:

The best aspects of the course included a lecture-discussion format that allowed for student analysis of a topic after it was introduced. Students found the discussions helpful for learning the materials and retaining the information. Students had few suggestions for improving the course. One suggestion included boosting class participation during the discussions and peer review to encourage discourse among peers. Prospective students should be enthusiastic about the subject, even if they do not have prior knowledge. They should be prepared to complete a balanced level of course work and to discuss high level concepts in a group of peers.

### **AS.010.481.01**

#### **Classics of Art Criticism**

#### **Michsael Fried**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
HISTORY OF SCIENCE AND TECHNOLOGY DEPARTMENT**

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

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

**AS.140.113.01**

**Freshman Seminar: Darwin, Freud, Pavlov: Perspectives on Human Nature  
Daniel Todes**

Overall quality of the class: 4.83

Summary:

The professor’s enthusiasm and knowledge about the subject material was the best aspect of this course. Students found the discussions engaging and enlightening, and that they were intellectually challenged without being overwhelmed. However, some students found the long duration of the class diminished the stimulating conversation, and that the readings, while interesting, could be daunting. Suggestions for improvement included breaking the course into two shorter discussion sessions, and assigning fewer readings each week. Any prospective students are advised to prepare for a heavy reading commitment, but are assured that the class discussions are challenging and rewarding.

**AS.140.115.01**

**Freshman Seminar: Humans and Artifacts  
Yulia Frumer**

Overall quality of the class: 4.14

Summary:

Students found the interesting materials and the freedom to express opinions during class discussion were the best aspects of this course. The professor did a good job guiding class discussions and posing thought-provoking questions. Students felt that the readings were too long, however, and that the class could be improved by including a wider variety of materials and opinions. Students also felt that the timeline for the research paper was tight and that they could have used more time. Prospective students should always do the readings and stay active during the class discussions.

**AS.140.301.01**

**History of Science: Antiquity to Renaissance  
Lawrence Principe**

## HISTORY OF SCIENCE AND TECHNOLOGY

Overall quality of the class: 4.71

### Summary:

Students found that the best aspects were the interesting lectures each week, as well as the course sections. The lectures were insightful and engaging, as the professor challenged students to really think about the materials, while the sections ensured that the students knew the core concepts and ideas. Students had few complaints, although they suggested a slightly different schedule so that the second half of the semester felt less rushed. Other students would have liked recordings of the lectures, and more time to discuss and review the lecture information. Prospective students should know that the course is writing intensive, although it focuses on writing well rather than length. Any students with an interest in the subject are highly encouraged to take this course.

### **AS.140.305.01**

#### **Science and Technology in East Asia**

**Yulia Frumer**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

### **AS.140.311.01**

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

**Sharon Kingsland**

Overall quality of the class: 3.88

### Summary:

Students found that the interesting material was the best aspect of this course. Many students felt that they learned a lot about the Baltimore area, and that they were able to relate all of the readings to real-life situations. However, some of the students felt the lectures lacked variety, so they suggested using more interactive methods to get the class more involved in the discussions. Other students also wanted to see more videos and hear more guest lectures. There was also concern about the final paper's grade weight, and students would have liked another, smaller paper to balance this out. Prospective students should be prepared to commit a bulk of their time to the research paper and to actively participate in class.

### **AS.140.315.01**

#### **Spaceflight and Society: Exploring the History of the Final Frontier**

**Roger Launius**

Overall quality of the class: 4.50

### Summary:

Students felt that the best aspects of this class were the professor's professional experience and anecdotes about the materials. He had personal experiences that he was able to insert throughout the lectures to keep them fresh and engaging. Students loved the lectures, the material, and all of the guest speakers. However, students felt that feedback on their responses would have been helpful, and suggested adding comments to the papers and exams. Other student suggested an optional field trip to

## HISTORY OF SCIENCE AND TECHNOLOGY

the Air and Space museum, given the professor's experience with the location. Students highly recommend this course for anyone interested in space, so long as they are willing to stay focused during the lectures and complete the assignments on time.

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

Overall quality of the class: 4.22

This class had 5 or fewer comments.

**AS.140.333.01**  
**The Idea of the Artificial Human in History**  
**Robert Kargon**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

**AS.140.347.01**  
**History of Genetics**  
**Nathaniel Comfort**

Overall quality of the class: 4.56

Summary:

Students found the interesting topic to be the best aspect of this course. The professor was very good at giving them a large bit of information and parsing it down. Lectures and sections for the class were very helpful. However, students felt that the readings could be long and difficult to get through, and that it was easy to fall behind. They suggested posting the lecture notes online. Prospective students should know that this course is reading intensive, so to get the most out of it they should stay on top of the readings and attend each lecture.

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

Overall quality of the class: 3.80

Summary:

The best aspect of this course included the in-depth history of starting a business, providing an entrepreneurial environment for students. The professor was very helpful and knowledgeable, and the case studies provided real-world examples that helped ground ideas discussed in class. However, several students felt that the information was dated, and suggested including more recent case studies. The readings were not always applicable, and students wanted to see more variety. Prospective students would benefit from taking an introductory business class before this or by having a keen interest in starting their own business.

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### **AS.140.362.01**

#### **The Communications Revolution**

**Susan Morris**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **AS.140.365.01**

#### **From Colonial to Global Health: Health, Healing, and European Expansion, 15**

**Katherine Arner**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
HUMANITIES DEPARTMENT**

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

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

**AS.300.111.01  
Shakespeare and his ‘Goddess’  
Elizabeth Patton**

Overall quality of the class: 4.57

Summary:

Most students said the best aspect of the class was the ability to do in-depth analysis of selections of literature as well as break down types of works such as the sonnets. Some students did feel the class had a large reading requirement and acknowledged that some of the works they didn’t like. Suggestions for improvement varied with some students asking for a rebalancing of their work so they would have more time for each assignment. Prospective students should know that the course included a good deal of reading and literary analysis. While the course title focused on Shakespeare, the class itself involved a variety of poets and authors.

**AS.300.211.01  
Great Poems of the Americas  
Rachel Galvin**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**AS.300.213.01  
Homelessness in America  
Thomas Gottbreht**

Overall quality of the class: 4.44

Summary:

Students said they enjoyed the way the class opened students’ eyes to homeless issues in the area and created thought-provoking discussions about homelessness in America. Students expressed concern that the class had unclear expectations on how they would be graded and that the schedule changed

## HUMANITIES

frequently. Students felt the class would benefit from a defined syllabus and increased community involvement, either through increased field trips or more hands-on experiences with the homeless. Prospective students should know that the course called for an open mind and required students to interact with strangers through Project Homeless Connect.

### **AS.300.330.01**

#### **Trauma in Theory, Film and Fiction**

**Ruth Leys**

Overall quality of the class: 4.50

#### Summary:

Students said they enjoyed the instructor, whom was described as an “amazing professor” who was truly passionate about the subject matter. They also liked the discussion-based nature of the course. While students respected the professor, some described parts of the reading as “dense” or not that interesting. Suggestions for improvement included adding additional films to the class as well as allowing the group to drive the in-class discussions. Prospective students should know the class required student participation and it focused heavily on the Holocaust as opposed to other events of trauma.

### **AS.300.337.01**

#### **The Rise of the Modern Short Story**

**Richard Macksey**

Overall quality of the class: 4.14

#### Summary:

The best aspect of this course was the instructor whom students described as an “absolute joy.” While students say they enjoyed the instructor, several also felt the class tended to run over its assigned time as lectures went too long. Suggested improvements included a desire for a firmer structure to the class with a set and predefined schedule for the course. Prospective students should have patience as students found lectures could drag on and the course didn’t have a perfectly clear structure.

### **AS.300.366.01**

#### **Russian Avant-Garde Cinema**

**Anne Eakin Moss**

Overall quality of the class: 4.67

#### Summary:

The best aspect of the class was the ability to have a discussion-focused and interesting class on such an “esoteric” subject. Some students felt the class could have been better structured, with one student questioning the need for it to meet twice weekly. Suggestions for improvement included focusing required reading on the pages or subjects that would be covered in class. Prospective students who enjoy writing-intensive courses and like films should enjoy this course.

### **AS.300.379.01**

#### **Israeli Film and Literature**

**Neta Stahl**

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Overall quality of the class: 4.43

### Summary:

Students said that the best aspects of this small class were the discussions that sprung up among students as they consumed the varied genres of film and literature. Students' complaints were few, with some students saying some of the readings were dense or uninteresting. Suggestions for improvement varied with one student asking for additional time for group discussions, while another wanted an increased focus on modern literature. Prospective students should know that the small size of the class required participation and attendance from all students and there was an expectation for students to screen films outside of class, students said. No knowledge of Hebrew or Israeli literature was required.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
INFORMATION SECURITY INSTITUTE DEPARTMENT**

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

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

**EN.650.414.01  
Rights in Digital Age  
Michael Jacobs**

Overall quality of the class: 4.38

Summary:

Students thought that the best aspect of this course was the professor, who knew the material well and did his best to make it interesting for the students. He went into great depths about the various laws they covered, and used case studies to show each situation in a real-life scenario. Students did not like the fact that it was a remote course, and often thought that because of this the functionality of the course was limited. Some students also disliked that the course only concentrated on American law and thought that there should have been some mention of digital rights in other countries as well. Another suggestion was changing this to a regular, on-site class to facilitate communication between the professor and the students. Prospective students should be prepared to read a lot of materials and to complete a fair amount of work. A familiarity with American law would also be helpful.

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

Overall quality of the class: 3.11

This class had 5 or fewer comments.

**EN.650.457.01  
Computer Forensics  
Kevin Fairbanks**

Overall quality of the class: 4.18

Summary:

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Students thought that the best aspects of this course included the hands-on projects and exercises that permitted them to practice what they learned in class. Students did not like the group projects, as they found it was very difficult to coordinate schedules with people they didn't get to choose. Students also believed that the workload was excessive, and that many of the presentations were unnecessary. Students suggested including a lecture that went into greater depth about tool usage and assigning more practical, hands-on projects with additional challenges and areas of forensics. Prospective students should have a strong computer science background in areas such as coding, OS, networks, file structure, and software vulnerability. This course is recommended for any students who are interested in forensics and want the opportunity to try hands-on exercises.

### **EN.650.458.01**

#### **Introduction to Cryptography**

**Xiangyang Li**

Overall quality of the class: 4.27

#### Summary:

Students found that this course provided them with a good understanding of the basics of cryptography. They found that many of the assignments were harshly, however, and that the lectures were more or less copied from the textbook. Students thought that the course would have benefitted from more current, real-world examples mixed in with the PowerPoint slides, and believed that more emphasis should be placed on the content and not the method when grading assignments. The course is recommended for prospective students who do not have a background in cryptography. Students should read the book and be very concise and precise when completing the homework in order to receive full credit.

### **EN.650.460.01**

#### **Software Vulnerability Analysis**

**Stephen Checkoway**

Overall quality of the class: 4.89

#### Summary:

Students thought this was an excellent course because of the very hands-on projects, as well as the interesting lectures that are current and informative about some of the latest software trends. Students felt that the course was unique and very relevant to their majors. Some students found that the homework did not really relate to what was discussed in class and wanted the course to include more problem-solving examples, either in the homework or on the exams. Suggestions for improvement included adding in more current articles and studies to keep the lectures up-to-date, and including quizzes to ensure that students actually read the assignments. Students also would have liked to spend more time during the second half of the semester going over web security instead of focusing on host security. Prospective students are highly encouraged to take this course for the hands-on experiences and are interested in software security. Before taking this course, students should have a firm understanding of C, and a familiarity with web development (like knowing Javascript) is also extremely useful.

### **EN.650.621.01**

#### **Critical Infrastructure Protection**

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### **Lanier Watkins**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **EN.650.640.01**

#### **Moral & Legal Foundations of Privacy**

**Michael Jacobs, William Sauers**

Overall quality of the class: 4.17

#### Summary:

Students found that the best aspects of this course included getting to know more about United States privacy laws and their rights as citizens. They liked the discussions and thought that they were made aware of many of the issues going on in today's society. Students thought that some of the readings and lectures were difficult, especially since many had never read law cases before. Students suggested breaking up the lectures with more discussions and fewer PowerPoint slides. Prospective students should be prepared to do some extensive reading and have an interest in learning about the privacy laws in America.

### **EN.650.653.01**

#### **Financial Issues in Managing a Secure Operation**

**William Agresti**

Overall quality of the class: 4.78

#### Summary:

Students believed that the best aspects of this course were the professors, who were both very personable and easy to approach with questions. Students also liked the group project, which they found gave them insight into managing secure projects. Some students did not like that the entire course was focused on the presentations, and wanted to add more interactive features to the class like discussions and additional readings to discuss. This course is highly recommended to prospective students who are interested in both economics and technology. Having a good understanding of computer security is highly beneficial as well as some financial background.

### **EN.650.736.01**

#### **Information Security Projects**

**Anton Dahbura, Xiangyang Li**

Overall quality of the class: 4.07

#### Summary:

Students found that the best aspects of this course included the freedom to choose their own capstone topic as well as the opportunities to meet with potential employers during the guest lectures. Students liked the various topics discussed, the people who came to speak, and the opportunities to network within the classroom. Students did not like that seminars did not have a set schedule, and found that some speakers simply promoted their companies without giving much information into why students

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should apply, or what their work would entail if they were hired. Other students did not like the mandatory attendance policy and felt that the lectures were pointless for people who were not seeking employment. Students suggested fixing a specific time for class each week and wanted more companies to come and speak. Prospective students should be prepared to learn about current industry trends, and be open to networking with potential employers.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
INTERDEPARTMENTAL DEPARTMENT**

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

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

**AS.360.133.01  
Great Books at Hopkins  
Elizabeth Patton**

Overall quality of the class: 4.17

Summary:

Students loved the interesting books they read in class, and thought that the professor was engaging during class discussions. Students also believed that by the end of the semester their writing skills had improved. Because there were so many books, many students felt overwhelmed by the reading load, and thought that they had to rush through the materials to get everything done. Students also thought that the discussions were sometimes a bit one-sided, with the professor talking at them instead of encouraging them to speak. Students suggested lightening the reading selection and spending more time on the assigned books as a way to drive the discussions and get people talking. Students also wanted more variety in the selections, with works by authors who were female or non-White. Prospective students are highly encouraged to take this course if they love literature and literary analysis. The course is reading and writing intensive, and students need to make sure that they complete the work before class.

**AS.360.133.02  
Great Books at Hopkins  
Kristin Boyce**

Overall quality of the class: 4.18

Summary:

Students thought that the best aspects of this course included the class discussions, which students found incredibly in-depth and thought-provoking. Some of the students thought that the lectures could get a bit slow, and that the workload was excessive. Students suggested adding more opportunities for discussion and adding more variety to the titles read in order to make the reading list less difficult and more interesting. Prospective students should be prepared for extensive reading assignments, but know that the course will ultimately help them improve their writing skills.

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### **AS.360.247.01**

#### **Introduction to Social Policy: Baltimore and Beyond**

**Stefani Deluca, Barbara Morgan, Adam Sheingate**

Overall quality of the class: 4.10

#### Summary:

Students loved the interdisciplinary aspect of this course as they found that each professor brought unique and interesting insight to the topics discussed. Students also liked the course materials, and thought that the entire course was well executed. Students often found the readings long, difficult, and sometimes overlapping as well as dated. Other students disliked the fact that each professor graded differently, and that grading was often harsh. Students suggested providing more concise specifications for their writing assignments, as well as a more cohesive outline for the course overall. Prospective students should know that the course load is moderate and the topic is interesting, especially if students are interested in Baltimore. It is important to complete the readings and be prepared to write weekly memos.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
JEWISH 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.193.200.01**

**Early Holocaust Literature: Jewish Poetry and Prose 1939-1949**

**Miriam Trinh**

Overall quality of the class: 3.57

**Summary:**

Students found that the best aspects of this course were the engaging discussions and getting a balance of history and literature when learning the materials. However, students found some of the readings to be a bit dry and tedious, so students suggested finding less scholarly work and actively engaging students in more discussions. Students also felt that meeting more often for shorter periods of time would help spur conversation further. Prospective students should know that this course was considered relatively easy, and that most students really enjoyed the materials.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
MATERIAL SCIENCE AND ENGINEERING DEPARTMENT**

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

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

**EN.510.101.01  
Introduction to Materials Chemistry  
Patricia Mcguiggan**

Overall quality of the class: 3.08

Summary:

Students thought that the best aspects of this course included the professor, who was helpful and willing to work with students on an individual basis. Students also liked the fact that the lecture notes were online, which they used to review and study for the exams. Students found that they learned a lot of information about chemistry that would be applicable in many of their later courses. Students found that the lectures were somewhat muddled, and that they learned more on their own using the book. Students also thought that the course was fast-paced and not very in-depth, leaving students to learn the materials on their own outside of class. Students suggested slowing down the pace of the course to allow for more in-depth discussions about the content, and including more interactive aspects to the course, such as group discussions. Prospective students should be familiar with basic chemistry and self-motivated enough to read and learn outside of the classroom as needed.

**EN.510.103.01  
Foundations of Nanotechnology  
Orla Wilson**

Overall quality of the class: 4.86

This class had 5 or fewer comments.

**EN.510.109.01  
Materials Science & Engineering for the 21<sup>st</sup> Century  
Orla Wilson**

Overall quality of the class: 4.18

Summary:

## MATERIAL SCIENCE AND ENGINEERING

The best aspects of this course included the many opportunities to hear more about current careers and opportunities in the field. Students liked the guest lecturers, and liked the breadth of topics covered over the semester. Students thought that some of the lectures were disjointed and disorganized, and suggested having more discussions about the topics to get more student interaction. Students also wanted more lab activities and more direction about what it meant to be a materials science major at Hopkins. Students recommend this course to any prospective students interested in learning about different careers in materials science. The workload is light and the lectures are generally pretty interesting.

### **EN.510.311.01**

#### **Structures of Materials**

**Todd Hufnagel**

Overall quality of the class: 3.89

#### Summary:

Students thought that the best aspects of this course included the interesting materials and the professor, who was helpful and good at explaining detailed concepts. Students really liked learning about how materials went together, and liked the breadth of materials covered. Many students found that the course was difficult, as the modules were complex, the workload was heavy and the exams were intense. Students had trouble dealing with some of the 3D concepts and models, and thought that too many materials were covered over the semester. Students suggested slowing the lecture down with more examples of how to solve problem sets during class. Students also wanted more correlation between the homework, lectures, and exams. Prospective students should be aware that this course has a heavy workload and is full of challenging materials. Students should have a firm grasp of MATLAB, thermodynamics, chemistry, and be comfortable working with 3D models.

### **EN.510.312.01**

#### **Thermodynamics/ Materials**

**Margarita Herrera-Alonso**

Overall quality of the class: 2.42

#### Summary:

Students thought that the best aspects of this course were the nice professor and the interesting materials covered over the semester. Students thought that the course was disorganized and that the lectures were not useful. The homework and exams did not align with what was taught in the lectures, and the professor seemed unsure of the content at times. Students suggested creating more organized lectures for each class to ensure that all of the information is covered and that the professor is prepared before class. Prospective students need to be comfortable learning materials on their own, and should have some background in thermodynamics and calculus.

### **EN.510.316.01**

#### **Biomaterials**

**Hai-Quan Mao**

Overall quality of the class: 3.86

## MATERIAL SCIENCE AND ENGINEERING

### Summary:

Students thought that the best aspect of this course was the professor. He was knowledgeable about the subject and was able to keep students interested by relating everything to applications in every-day life. Students found the subject matter, especially polymers, extremely interesting and engaging, although some of the students found the concepts difficult to follow and understand. Other students did not like how in-depth the exams were, and believed that it would have been beneficial to have more examples done in class. Students also suggested improving the sound quality of the podcasts, and wanted additional materials made available online for study reasons. Prospective students should expect to work hard and attend every lecture in order to take notes.

### **EN.510.403.01**

#### **Materials Characterization**

**Patricia Mcguiggan**

Overall quality of the class: 4.09

### Summary:

Students believed that the best aspects of this course included the field trips, which they thought really helped put the concepts they were learning about into context. Although students liked the professor, many found the lectures to be difficult to follow and a bit tedious at times. They thought that some of the lectures covered too much material, which made it difficult to know what to study for. Students suggested focusing the lectures to cover less material, but more in-depth. Students also wanted the midterm split into multiple tests to make it easier to study. Prospective students are encouraged to take this course because of its light workload and hands-on application of concepts studied in class.

### **EN.510.405.01**

#### **Materials Science of Energy Technologies**

**Jonah Erlebacher**

Overall quality of the class: 4.44

This class had 5 or fewer comments.

### **EN.510.426.01**

#### **Biomolecular Materials I – Soluble Proteins and Amphiphiles**

**Kalina Hristova**

Overall quality of the class: 4.44

### Summary:

Students thought that the lectures were the best aspect of this course, because the information was interesting and well-explained. Students did not like the student lectures and believed that more guest lecturers would have been more beneficial. Students also wanted some hands-on experiences throughout the course. Prospective students should be prepared for a fair amount of reading and writing, but know that it is an enjoyable class with interesting materials.

### **EN.510.428.01**

#### **Materials Science Laboratory I**

## MATERIAL SCIENCE AND ENGINEERING

### **Orla Wilson**

Overall quality of the class: 4.55

#### Summary:

Students liked learning how to apply some of the concepts they've been learning in class, and thought that the labs were well organized. They often found that the machines didn't function properly, and that the lab reports took an overly long amount of time. Students suggested providing some deadlines to encourage lab reports getting done on a timelier basis. Other students would have liked switching up the lab groups occasionally to meet new people. Prospective students should be comfortable with mechanical properties of materials before taking this course. The course requires written lab reports, which will take some time but are not difficult to complete.

### **EN.510.433.01**

#### **Senior Design Research**

### **Orla Wilson**

Overall quality of the class: 3.67

This class had 5 or fewer comments.

### **EN.510.604.01**

#### **Structure of Materials**

### **Robert Cammarata**

Overall quality of the class: 4.11

#### Summary:

Students thought that the course was well organized and straightforward. They liked the professor and found that the materials were interesting. Students did not like the limited graded materials, and thought that splitting the few homework assignments into more, shorter assignments would be a more effective. They also suggested adding more structure to the lecture itself by focusing on a few topics each class and then really going into detail with the materials. Prospective students should be familiar with geometry and 3D forms, as well as quantum matter. The course is challenging but interesting, and provides a solid understanding of the structure of materials.

### **EN.510.602.01**

#### **Thermodynamics of Materials**

### **Michael Falk**

Overall quality of the class: 4.36

#### Summary:

Students believed the best aspects of this course included learning Mathematica and the professor's thorough method of teaching the materials. Students liked the class discussions and thought that they really learned a lot over the semester. Students noted that there was a lot of work, and that the recorded lectures were not always helpful because the professor was not there to answer questions. Students suggested having in-class lectures instead, or at least taking time before class to review the

## MATERIAL SCIENCE AND ENGINEERING

lecture materials and give students a chance to ask questions. Prospective students should be prepared for a heavy workload and a big time commitment. Students should work hard, ask questions and spend some time getting familiar with Mathematica.

### **EN.510.605.01**

#### **Electrical, Optical, and Magnetic Properties**

**James Spicer**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **EN.510.611.01**

#### **Solid State Physics**

**Theodore Poehler**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **EN.510.624.01**

#### **X-Ray Scattering, Diffraction, and Imaging**

**Todd Hufnagel**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

### **EN.510.637.01**

#### **Biosensor Materials and Mechanisms**

**Howard Katz**

Overall quality of the class: 4.78

This class had 5 or fewer comments.

### **EN.510.657.01**

#### **Materials Science of Thin Films**

**Timothy Weihs**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
MATHEMATICS DEPARTMENT**

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

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

**AS.110.105.01  
Introduction to Calculus  
Vitaly Lorman**

Overall quality of the class: 4.06

Summary:

Students praised this course for having a small class size that allowed for “interaction opportunities with the instructor.” Students’ issues with the course included some disliking the weekly exams and finding the two midterm exams to be unnecessary, while others found the final exam “pretty difficult.” Suggestions for improvement included wishing the course spent more time on the material and provided students with more examples. Prospective students should know that experiences in the class varied greatly depending on students’ knowledge and experience with math. The course included weekly homework, and the instructor and teaching assistant were available for additional help.

**AS.110.106.01-11  
Calculus I  
Jose Gomez**

Overall quality of the class: 3.84

Summary:

Students praised this course and its professor for effectively going through a lot of material in a single semester. Students also appreciated the fact that there were various resources they could turn to for help with the math such as Learning Den and PILOT. However, some students said lectures were hard to follow and rushed. Multiple students also found the instructor to be, at times, sarcastic with students. Suggestions to improve the course included adding more exams or other graded opportunities. Other students wanted to have lecture notes or a recording of each class lecture available online. Prior knowledge of Calculus was helpful but not necessary for success in the course. Students found staying on top of homework, studying and asking questions were also important for doing well in this course.

**AS.110.107.01-04  
Calculus II**

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### **W Stephen Wilson**

Overall quality of the class: 3.36

#### Summary:

Students praised the instructor, who was compassionate towards his students' needs. Students also liked the variety of math concepts such as linear algebra, differential equations, probability and statistics covered in the course. Some students complained that because the course covered so many topics, it didn't go in depth with any of the harder concepts. Many students requested another, more helpful text be added to the course. Prospective students should know that the course required hard work that they should be prepared to complete a significant amount of work outside of class.

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

#### **Calculus I**

#### **Brian Smithling**

Overall quality of the class: 4.21

#### Summary:

Students praised this course for having an enthusiastic instructor who kept the lectures from being boring or monotonous. Many students found the course's exams to be very difficult. Students also complained that the examples done in class were never as challenging as the assigned for homework. Suggestions for improvement included a desire for the course to shift mandatory homework into voluntary practice problems. Prospective students should know that prior knowledge of calculus was expected in the course.

### **AS.110.109.01-10**

#### **Calculus II**

#### **Maxin Arap**

Overall quality of the class: 4.34

#### Summary:

Students broadly praised this course for having engaging lectures taught by an "excellent" instructor. Some students disliked that the lectures seemed to focus on going over example problems rather than explaining the theory. Suggestions for improvement included a general desire by students for more feedback, as well as a desire for more opportunity to walkthrough problems in class. Prospective students should know that students found the course challenging but manageable if homework and studying was promptly tackled.

### **AS.110.113.01**

#### **Honors Single Variable Calculus**

#### **John Lind**

Overall quality of the class: 4.00

#### Summary:

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Students praised this course saying the small class size helped them tackle a challenging field. However, students disliked the course's workload, which was a ton of work. Suggestions for improvement included a desire for more support from the instructor. Prospective students should know that students universally considered the course difficult and that a strong math background was necessary.

### **AS.110.201.01-05**

#### **Linear Algebra**

**Richard Brown**

Overall quality of the class: 4.07

#### Summary:

Students praised this course's instructor as "insightful and creative" and described the class as challenging. Issues with the course varied with many students saying the workload was heavy. Suggestions for improvement varied, although some students wished the instructor went over more practice problems in class so students would have a better idea of what to expect on homework and on tests. Prospective students should know that the course is challenging, and that staying on top of the content was important because it was cumulative.

### **AS.110.202.01-11**

#### **Calculus III**

**Mihai Tohaneanu**

Overall quality of the class: 3.62

#### Summary:

Students praised this course for its challenging subject matter and for having an instructor who seemed to actually care about his students' success. However, some students found the course had a heavy workload. Suggestions for improvements included a desire for the instructor to give more examples in class. Prospective students should know that the course was difficult, but a background in Calculus or Linear Algebra was helpful.

### **AS.110.211.01**

#### **Honors Multivariable Calculus**

**Vamsi Pingali**

Overall quality of the class: 4.08

#### Summary:

Some students praised this course for having a small class, while others praised it as being one of the biggest intellectual challenges they had ever taken. Students complained of an uneven teaching style, saying the class spent a lot of time on some of the easier concepts but seemed to race through other portions without the instructor checking to make sure everyone understood. Suggestions for improvement included a desire for the class to focus less on theory and more on specific examples. Prospective students should know that the course was difficult, and that a significant amount of time had to be spent working outside of class in order to be successful in the course.

### **AS.110.212.01**

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### **Honors Linear Algebra** **W Stephen Wilson**

Overall quality of the class: 4.38

#### Summary:

Students broadly praised this small class which had students working on group projects and allowed individual students to work on projects on the board. Some students thought the class suffered from a lack of structure, while others found the course had a “steep learning curve.” Suggestions for improvement included having the instructor further explain information in their textbooks by going over topics during class. Prospective students should know that students found the course challenging and found that they needed to learn how to write proofs.

### **AS.110.302.01-08** **Differential Equations and Applications** **Carl McTague**

Overall quality of the class: 3.89

#### Summary:

Some students praised the instructor for providing many examples of topics students were learning which aided their ability to master the course’s topics. Some students found the course’s homework and problems set to be hard and thought they took up too much time. Suggestions for improvement included providing additional support either by the instructor providing additional practice problems or support with problems. Prospective students should know that the material is tough but manageable and in line with other courses. Students found it useful to sit towards the front of the classroom as the instructor was soft spoken.

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

Overall quality of the class: 3.89

#### Summary:

Multiple students praised this course for teaching students how to do mathematical proofs as well as having fair tests. Many students found the instructor lackluster, as some said he spoke too quickly while others said he seemed to merely copy material from the textbook onto the board during lectures. Suggestions for improvement included a desire from multiple students for greater support while learning and wishing the instructor deviated from the textbook during instruction. Prospective students should know that a math background was beneficial to success in the course.

### **AS.110.311.01** **Methods of Complex Analysis** **Jesus Martinez Garcia**

Overall quality of the class: 3.88

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### Summary:

Students praised this course for having an effective instructor who seemed genuinely interested in making sure students understood the material. Students had various issues with the instructor's style with some wishing he had gone over more practical examples. Some felt the course's grading system was unfair. Suggestions for improvement included a desire for a greater number of practical examples or perhaps even a practice exam, as well as having the professor better clarify his expectations. Prospective students should know that a strong math background was helpful in succeeding in the course. Students also found the course had a big homework load.

### **AS.110.401.01**

#### **Advanced Algebra I**

**Jack Morava**

Overall quality of the class: 3.21

### Summary:

Students praised this course for its interesting subject matter and manageable workload. Multiple students found lectures to be disorganized and difficult to follow. Suggestions for improvement included a desire to see increased structure in lectures, and that additional time be spent on difficult concepts to allow students time to learn. Prospective students should know that students found the course's workload to be very manageable; there were no midterms or finals. Students also found that some work outside the classroom was required to be successful.

### **AS.110.405.01**

#### **Introduction to Real Analysis**

**Joel Spruck**

Overall quality of the class: 4.17

### Summary:

Students praised this course, which covered challenging material, and the instructor, who presented the information in a logical and understandable way. Some students disliked that they received little to no feedback on their homework. Suggestions for improvement included a broad desire among students for more feedback on assignments. Prospective students should know that students found the course to be a very challenging analysis course, and a familiarity with math proofs was helpful.

### **AS.110.415.01**

#### **Honors Analysis I**

**Steven Zucker**

Overall quality of the class: 2.88

### Summary:

Students thought this course was extremely intellectually challenging. Most students said the course's homework was too much and took too long – multiple students said it took 10 hours or more to complete problem sets. Suggestions for improvement included reducing the amount of homework and providing more in-class support on how to complete problems. Prospective students should know that the course required a great deal of work and a background in proof writing seemed to be presumed.

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### **AS.110.605.01**

#### **Real Variables**

**Chikako Mese**

Overall quality of the class: 4.50

#### Summary:

Students praised this course for covering an interesting subject matter and for having a clear and knowledgeable instructor. Issues with the course included some students complaining the course wasn't very interesting and that the lecture essentially restated what was written in the textbook. Suggestions for improvement included a desire for better feedback on homework. Prospective students should know that prior knowledge of undergraduate level math topics such as analysis, linear algebra, and other topics was helpful. Textbook exercises and homework were found to be challenging as well.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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
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- 3-Fair
- 4-Good
- 5-Excellent

**EN.530.101.01  
Freshman Experiences in Mechanical Engineering  
Steven Marra**

Overall quality of the class: 3.58

Summary:

Students felt that the best aspect of this course was having a variety of guest speakers who spoke of the opportunities in the field of Mechanical Engineering. However, some students thought the course could be boring, and also said that the program MATLAB was difficult to master. Suggestions for improvement included spending more time going over MATLAB to make sure students understand it. Prospective students should know that the coursework was light, but students had to make sure they understood how to use MATLAB in order to be successful in the course.

**EN.530.103.01  
Introduction to Mechanics I  
John Thomas**

Overall quality of the class: 4.49

Summary:

Students praised this course’s “funny” and “engaging” instructor as a highlight of the course. Despite this, some students complained that the instructor could take the course on needless tangents, and that the course could move slowly. Suggestions for improvement were few, although some students wished the pace of the course was increased. Prospective students should know that the course was fun and interesting, but that it was helpful to know Calculus and Physics before taking the course.

**EN.530.105.01-04  
Mechanical Engineering Freshman Laboratory I  
Steven Marra**

Overall quality of the class: 3.94

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### Summary:

Students loved the hands-on opportunities to use MATLAB and to explore concepts in Mechanical Engineering. Some students found some of the course's projects to be long and boring, though, so students suggested creating different and more interesting laboratory assignments. Prospective students should know that the course's workload light and that it was helpful to have some knowledge of physics and programming. Students also found it important not to procrastinate during labs and found it helpful to sign up for sections of the class with few students in order to get more personal attention from teaching assistants.

### **EN.530.201.01-06**

#### **Statics and Mechanics of Materials**

**Takeru Igusa**

Overall quality of the class: 3.16

### Summary:

Students praised this course for allowing students to learn at their own pace, although this made the course difficult for many students. Suggestions for improvement included creating a more engaging and useful lecture to teach concepts to students instead of relying on homework and problem sets to make them learn on their own. Prospective students should know the course's workload manageable but students had to be willing and able to keep up with the work independently.

### **EN.530.231.01**

#### **Mechanical Engineering Thermodynamics**

**Joseph Katz**

Overall quality of the class: 4.13

### Summary:

Students praised the engaging instructor and the interesting subject matter. Students had various issues with this course, though, with some students disliking that the instructor was called out of lectures multiple times, while others found the course material difficult to grasp. Suggestions for improvement included a desire for a quicker turnaround on assignments. Some students also requested the instructor not miss as many lectures or that the department simply assign a different professor. Prospective students should know that the course was challenging, but the material and the instructor were interesting. Students also found reading the textbook and studying the material outside of class important for success in the class.

### **EN.530.232.01**

#### **Mechanical Engineering Thermodynamics Laboratory**

**Steven Marra**

Overall quality of the class: 3.83

### Summary:

Students liked the course's hands-on experience with the thermodynamic concepts they learned in lectures. However, students often found that the lab reports could be long and boring, and that lazy members in the group labs would receive the same grade as the productive ones. Suggestions for

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improvement included returning graded assignments more promptly and with greater feedback. Prospective students should know that the course was time consuming and that students needed to keep on top of the work to succeed.

### **EN.530.327.01**

#### **Introduction to Fluid Mechanics**

**Dennice Gayme**

Overall quality of the class: 2.41

#### Summary:

Students praised this course for giving them an introduction to fluid dynamics, a subject applicable to other areas of the Mechanical Engineering major. Many students found the course difficult and said the instructor presented equations but didn't do example problems or otherwise walk students through the applications of concepts. Students suggested that the style of instruction change to be more thorough in descriptions, and more interactive. Prospective students should know that a strong background in calculus and math was needed for this course. Similarly, students found consistent study was necessary.

### **EN.530.329.01**

#### **Introduction to Fluid Mechanics Laboratory**

**Steven Marra**

Overall quality of the class: 3.70

#### Summary:

Students felt that the best aspect of this course was the hands-on approach to learning fluid mechanics. However, students found the laboratory reports to be difficult and time consuming, and the grading was harsh as well. Suggestions for improvement included adding more labs while examining the difficulty of existing labs. Prospective students should know that the labs took up a significant amount of time and shouldn't be put off.

### **EN.530.352.01**

#### **Materials Selection**

**Steven Marra**

Overall quality of the class: 4.24

#### Summary:

The best aspects of this course included the enjoyable instruction and interesting group projects. Some students found the course relied too much on students memorizing facts and equations rather than testing to see if students understood concepts. Suggestions for improvement varied, as some students wished the course had a better text book, while others found the scope of the material covered by the course was too broad. Prospective students should know that attending lectures and taking good notes was essential since the textbook was less than helpful.

### **EN.530.403.01**

#### **Engineering Design Project**

**Nathan Scott**

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Overall quality of the class: 3.82

### Summary:

Students thought that the best aspect of this course was getting to work with a client on a project that would address a real-world demand. They liked the freedom the course allowed and appreciated that the professor was always there to provide support. Many students disliked the lack of feedback in the course, because they never knew how well they were doing. Some students disliked the projects they were assigned, while other students believed that there were too few managers involved to get any productive feedback. Suggestions for improvement included halving the number of reports they had to write, increasing the number of TA supervisors for the course and providing feedback to the teams to help them improve their project. Students also thought that the lecture was unhelpful and suggested getting rid of it altogether. Prospective students must be willing to put the time and effort into this class to get the full benefit of the experience.

### **EN.530.414.01-05**

#### **Computer Aided Design**

**Dan Stoianovici**

Overall quality of the class: 4.47

### Summary:

One of the better aspects of this course was learning the CAD software, which students believed would be extremely useful for school and the workplace. Students liked the practicality of the course and thought that the professor taught the information very well. Most students found that the homework was very long and time-consuming, and that they would only receive the answers to the questions instead of being walked through the steps during office hours. Suggestions for improvement included changing the class to meet twice a week, and shortening the homework assignments. Students also thought that a final, semester-long project would be more effective than a final exam. They wished there was some way to record the lecture, too. Prospective students are highly encouraged to take this course if they need to learn and practice CAD. They should be prepared to put in long hours and take very thorough notes during class to capture all of the steps discussed in the lecture.

### **EN.530.418.01**

#### **Aerospace Structures & Materials**

**Thomas Dragone**

Overall quality of the class: 3.35

### Summary:

The best aspects of this course included the materials brought in over the course of the semester as 'show and tell' objects in relation to what students were studying at that time. Students found the materials discussed in class to be very interesting and applicable to real-world scenarios. Students disliked the structure of the course, especially the workload. The students also believed that the time requirements for exams and homework assignments were significantly underestimated by the professor. There were several suggestions for improvement, which included having in-class lectures in lieu of the online video lectures, although students thought that these could be used as backup references after they'd been updated with newer content. Students also believed that adding and

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explaining additional example problem sets to the lecture would give them the understanding they needed to complete the homework. Prospective students should be aware that although the course has some good, real-world information, the course is very difficult and time-consuming.

### **EN.530.420.01**

#### **Robot Sensors/Actuators**

**David Kraemer**

Overall quality of the class: 4.50

#### Summary:

Students loved the hands-on aspect of this course, especially the labs, where they learned how to build and program their own robots. Students also liked the professor, whom they thought was very approachable and willing to help with any questions they had. Many students thought that the course was almost too easy and would have liked more challenging assignments and materials. Others thought that the labs were unbalanced, since some would take a long time to complete, while others required very little time. Students suggested making it a requirement to have basic programming skills before taking the class so that the course could introduce more challenging materials. Prospective students would benefit from a background in programming, although it is not required. They are encouraged to take this course if they are interested in designing and building their own robots, as many students found the course very fun and engaging.

### **EN.530.425.01**

#### **Mechanics of Flight**

**Kerri Phillips**

Overall quality of the class: 4.34

#### Summary:

The professor was one of the best aspects of this course, as students believed she genuinely cared about her students understanding the materials. Students found the course was an excellent introduction to aerospace topics, and found the topics and materials very interesting. In fact, many students wished that the course had gone more in-depth and delved into more challenging concepts, and that the pace was a bit faster. They also thought that the textbook was not very good, as it lacked depth and had errors throughout. They suggested using a better textbook, as well as more multimedia materials to supplement some of the concepts, such as more time with flight simulations. Students also wished they'd learned about things like helicopters, visited local museums to see some real-world examples of concepts discussed in class, and worked on more mathematical modeling. This course is highly recommended to any students with an interest in aerospace. Students do not need a background in airplanes, but physics knowledge will be useful, and students must be able to stay on top of the materials.

### **EN.530.445.01**

#### **Introduction to Biomechanics**

**Stephen Belkoff**

Overall quality of the class: 4.16

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### Summary:

The fascinating materials and the variety of topics were some of the best aspects of this course. Students loved the professor's lectures and thought that the guest lecturers all had a lot of valuable information about their particular fields. Students did feel a disconnect between the lectures and the homework, and wished that the math tested in the homework was discussed during the lectures. Students also suggested including more guest lecturers to the schedule, and providing outlines of the lectures so that they knew which information was most important. Prospective students will find that knowing physics, statistics, and MATLAB would be very helpful, but it is not required. The course is highly recommended to anyone interested in the biomechanics field.

### **EN.530.451.01**

#### **Cell & Tissue Engineering Laboratory**

**Eileen Haase, Jeff Wang**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **EN.530.454.01**

#### **Manufacturing Engineering**

**Yury Ronzhes**

Overall quality of the class: 3.66

### Summary:

Students thought that the best aspects of this course included the field trips to manufacturing plants and the hands-on labs that relate directly to the concepts covered in the lecture. Students also liked how the lectures, homework, and exams all covered the same materials, so it was easy to learn and apply the concepts covered in class. Students thought that the course was a bit too easy, however, and wished that the content had been explored in more depth. Students also found that there was no incentive to go to the lectures, since everything was open-book. Suggestions for improvement included providing more consistent guidelines for the labs, and providing incentives to get people to come to the lectures, such as a stricter attendance policy or more class discussions. Prospective students will find this course to be a good introduction to manufacturing engineering and learn a lot if they attend the lectures. The workload is light and the content is relatively easy, but students can always get the help they need if they ask.

### **EN.530.485.01**

#### **Physics and Feedback in Living Systems**

**Noah Cowan**

Overall quality of the class: 3.57

This class had 5 or fewer comments.

### **EN.530.495.01**

#### **Microfabrication Laboratory**

**Andreas Andreou, Jeff Wang**

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Overall quality of the class: 3.30

This class had 5 or fewer comments.

### **EN.530.603.01**

#### **Applied Optimal Control**

**Marin Kobilarov**

Overall quality of the class: 4.40

#### Summary:

Students praised this course for being well organized and covering useful material. Issues with the course varied, with one student wishing the course had more assignments or methods of assessing students' knowledge of the course material. Suggestions for improvement included providing additional resources such as tutorial sessions or assignments such as homework or projects. Such work would provide additional ways to help students master the material. Prospective students should know that the course required a background in linear systems, statistics, and linear algebra as well as knowledge of MATLAB.

### **EN.530.605.01**

#### **Mechanics of Solids and Materials**

**Thao Nguyen**

Overall quality of the class: 4.40

#### Summary:

Students praised this course for clearly and effectively presenting complicated topics to students. Students also found the course's textbook useful. Some students found that the course's examinations included material that wasn't covered in class or on homework assignments. Students suggested increasing the number of assignments while cutting down the time each assignment would take to complete. Prospective students should know that the course required a strong math background and that a good comprehension of basic structural mechanics was required.

### **EN.530.621.01**

#### **Fluid Dynamics I**

**Andrea Prosperetti**

Overall quality of the class: 4.26

#### Summary:

Students praised this course for covering a challenging and interesting subject. Issues with the course varied with some students saying the instructor's lessons could at times be ambiguous or hard to follow. Other students found the instructor could at times be intimidating to students. Suggestions for improvement included having the instructor provide more examples to students on how to complete problems during lectures. Prospective students should know that students found the course challenging with a heavy workload. Student also found that a strong background in math was helpful for success in the course.

## MECHANICAL ENGINEERING

### **EN.530.625.01**

#### **Turbulence**

**Charles Meneveau**

Overall quality of the class: 4.80

#### Summary:

Students felt this course provided an excellent introduction to Turbulence theory. However, some students found that homework assignments didn't test or ensure comprehension of course material. Suggestions for improvement varied, although some students expressed interest in the course diving deeper into some topics. Prospective students should know that a strong background in fluids was helpful in succeeding in the course.

### **EN.530.632.01**

#### **Convection**

**Charles Meneveau**

Overall quality of the class: 4.56

This class had 5 or fewer comments.

### **EN.530.637.01**

#### **Energy and the Environment**

**Cila Herman**

Overall quality of the class: 3.62

#### Summary:

Students praised this course for taking a "bigger picture view of energy" by examining the different methods of producing and consuming power on a global scale. In addition, students liked the hands-on group activities. Still, some students thought that lectures could be monotonous or boring. Suggestions for improvement included a desire to restructure the course and to increase the number of interactive activities. Prospective students should know that the course had a light workload and didn't require any background knowledge.

### **EN.530.642.01**

#### **Plasticity**

**Jaafar El-Awady**

Overall quality of the class: 3.80

#### Summary:

Students praised this course for having a knowledgeable instructor, who covered a variety of topics related to plasticity. However, some students disliked that the course didn't go into greater depth into some of the various topics that were touched upon in the lecture. Suggestions for improvement included adopting a single textbook that would correspond with lecture topics. Prospective students should know that a strong background in continuum mechanics was helpful for success in this course.

## MECHANICAL ENGINEERING

### **EN.530.646.01**

#### **Robot Devices, Kinematics, Dynamics, and Control**

**Louis Whitcomb**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **EN.530.653.01**

#### **Advanced Systems Modeling**

**Gregory Chirikjian**

Overall quality of the class: 3.91

#### Summary:

Students praised this course for covering interesting material, although some students found the lectures disorganized and hard to follow. Suggestions for improvement included a desire from several students that the course's area of study be focused by eliminating certain topics. Prospective students should know that students found that a background in calculus was helpful for success in the course.

### **EN.530.661.01**

#### **Applied Mathematics for Engineering**

**Markus Hilpert**

Overall quality of the class: 3.98

#### Summary:

Students praised this course for providing a comprehensive review of the math students would need to know for engineering. They felt that the instructor provided simple and clear explanations of concepts and in-class exercises. There were some complaints, though; some students found the course's pace was unbalanced, where some topics were covered in depth while other, more challenging concepts were barely discussed. Most students suggested creating a more even pace to the class, and some students wanted the instructor to provide additional examples for the harder topics. Prospective students should know that the course is math intensive, so consistent and regular studying was important.

### **EN.530.767.01**

#### **Computational Fluid Dynamics**

**Rajat Mittal**

Overall quality of the class: 4.73

This class had 5 or fewer comments.

### **EN.530.772.01**

#### **Non-Linear Finite Elements**

**Somnath Ghosh**

## **MECHANICAL ENGINEERING**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
MILITARY SCIENCE DEPARTMENT**

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

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

**AS.374.101.01-02  
Leadership and Management I  
Jeffrey Wood**

Overall quality of the class: 4.13

Summary:

Students found the discussions to be the best aspect of this course. The professor was very approachable and knowledgeable. However, students felt that there was a disconnect between the homework, what was taught in class, and what was on the exams. Suggestions included providing more structure to the course with a more cohesive syllabus, including additional group projects and interactive elements during discussions. Prospective students would benefit from ROTC experience or plan to enlist in the military.

**AS.374.110.01  
Basic Leadership Laboratory I  
Jeffrey Wood**

Overall quality of the class: 4.50

Summary:

Students found that the very hands-on nature of this course was its best aspect. They felt challenged and that the exercises provided real-world experience. However, some of the students felt the course was very fast paced, and that some of the labs lacked the equipment to allow equal participation. Suggestions included providing freshmen with more leadership opportunities, as well as extending the class to fit in all of the materials. Prospective students should be enrolled or planning to enroll in ROTC, and willing to put forth a serious effort.

**AS.374.201.01-02  
Leadership & Teamwork I  
Joyce Loudon, Shane Seay, Jeffery Wood**

Overall quality of the class: 4.83

## MILITARY SCIENCE

This class had 5 or fewer comments.

### **AS.374.210.01**

#### **Basic Team Leadership**

**Matthew Dusablon, Shane Seay, Jeffrey Wood**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

### **AS.374.301.01-02**

#### **Leadership and Tactical Theory I**

**Bart Sime, Jeffrey Wood**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

### **AS.374.307.01**

#### **Leadership in Military History**

**Jeffrey Wood**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **AS.374.310.01**

#### **Basic Tactical Leadership Lab**

**Bart Sime, Jeffrey Wood**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **AS.374.401.01**

#### **Adaptive Leadership**

**Paul Carroll, Jeffrey Wood**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **AS.374.410.01**

#### **Advanced Planning & Decision Making I**

**Paul Carroll, Jeffrey Wood**

Overall quality of the class: 4.83

## MILITARY SCIENCE

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
MUSEUM AND SOCIETY PROGRAMS DEPARTMENT**

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

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

**AS.389.201.01**

**Introduction to the Museum: Past and Present  
Elizabeth Rodini**

Overall quality of the class: 4.40

Summary:

Students thought that the reading materials, the class discussions, and the lectures were some of the best aspects of this course. They found the information interesting, and the professor very knowledgeable. At times, however, they found the workload heavy, and some of the materials were difficult to get through. Other students found the course to be very detail-oriented, from the complexity of the exams to the high grading standards. Suggestions for improvement include fewer readings, and spending more time reviewing materials for the exams, as well as a study guide. Prospective students are encouraged to take detailed notes and to stay on top of the reading. Students should have good memorization skills and be good with details.

**AS.389.205.01**

**Examining Archaeological Objects  
Sanchita Balahandran**

Overall quality of the class: 4.45

Summary:

Students loved the hands-on aspect of this course. They felt that interactive activities and the real-world experience provided excellent opportunities to learn and understand core concepts. However, many students found the readings to be dense and repetitive, while others wished there was more time. Suggestions for improvement included having shorter, more frequent lectures with materials readily available online. Prospective students should have some knowledge in the subject to better place the objects into context. Students should also be willing to make museum trips in their own time and have a genuine interest in history.

**AS.389.261.01**

**Curating Homewood: Trades and Training in Early Baltimore**

## MUSEUM AND SOCIETY PROGRAMS

### **Catherine Arthur**

Overall quality of the class: 4.71

#### Summary:

Students found the best aspects of this course to be the hands-on approach to curating an exhibit. They loved that at the end of the semester there was a physical, completed exhibit, and that the class was small enough that everyone got to contribute some part to the finished product. However, students did find the course to be a little disorganized at times. They recommended updating the syllabus with a new and more rigorous schedule to help coordinate the group deadlines and goals. Prospective students do not need experience in curating exhibits, but should be highly motivated and willing to work hard.

### **AS.389.349.01**

#### **Art, Museums, and the Law**

##### **Walter Lehmann**

Overall quality of the class: 4.25

#### Summary:

Students thought that the small class size and the fascinating subject were some of the best aspects of this course. The professor offered a unique view, and discussions were lively and engaging. There were times, that students thought that the lectures could drag a bit and that the readings were a bit long. Students suggested that the professor limit his use of PowerPoint slides and increase the time spent discussing the readings and case studies. Students also wanted a bit more direction on the assignments at the beginning; although they found the feedback and advice they received helped them improve. Any prospective students should have an interest in the subject and be willing to be an active participant in group discussions.

### **AS.389.356.01**

#### **Art, Science, and Literature in the Age of the Marvelous, I**

##### **Earle Havens**

Overall quality of the class: 4.78

#### Summary:

Students found that the professor was the best aspect of this course. He was passionate about the material, actively engaged students during the discussions, and genuinely cared about seeing students succeed. The students had very few complaints, although they did wish they received more feedback on their works. They suggested a faster and more in-depth turnaround for feedback to help them improve their presentations and papers. Students highly recommended this class to anyone with an interest in the subject. Prospective students should also be prepared to read extensively and to spend ample time preparing and writing the final paper.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
MUSIC DEPARTMENT**

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

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

**AS.376.111.01-02**

**Rudiments of Music Theory and Musicianship**

**John Crouch**

Overall quality of the class: 3.93

Summary:

Students found that the best aspects of this course were the relaxed class atmosphere and the light workload each week. Although many students found that the course provided the basics of music theory, several students felt that they needed to look to outside sources to get additional information. Students suggested that getting the class more involved during the lecture and increasing the listening exercises would make it easier to learn the materials. Prospective students do not need any musical background, but knowing an instrument is a plus. Students should allow several hours to complete the homework assignments.

**AS.376.111.03**

**Rudiments of Music Theory and Musicianship**

**Michael Rickelton**

Overall quality of the class: 4.70

Summary:

The best aspects of this course included the breadth of the materials covered, as well as the engaging class discussions. Students enjoyed the subject and found the in-class exercises to be very helpful when learning the theories. The work was sometimes tedious and students complained that the homework and the classwork could be repetitive. They suggested improvements such as additional ear-training exercises and listening activities. Prospective students who are musicians will especially benefit from this course but anyone with an interest in music theory will be able to do well.

**AS.376.211.01**

**Music Theory I**

**Travis Hardaway**

## MUSIC

Overall quality of the class: 4.45

### Summary:

Students felt that the course topic and materials were the best aspects of this course. They found the course to be exciting, interesting and helpful in improving their musical skills. There were few complaints, although many students felt that there could have been more exercises or trainings over the duration of the course. Suggestions for improvement included making the class a little more interactive by increasing the activities and exercises during discussions. Students recommended that prospective students should be willing to put an effort into the homework and class exercises and not to worry if they do not have prior music theory experience, which is helpful but not required.

### **AS.376.211.02**

#### **Music Theory I**

**Stephen Stone**

Overall quality of the class: 5.00

### Summary:

Students found the professor's willingness to help them succeed to be one of the best aspects of this course. The feedback they received on assignments and the effective teaching approach made it very easy for students to learn and understand the concepts. Some students wished there were more listening examples, either live or prerecorded. They suggested that the course could be improved with more listening examples and exercises, as well as practice materials. Prospective students who have a basic grasp of music theory will have an advantage but students without this knowledge can still find the course to be a challenging but fun experience.

### **AS.376.212.01**

#### **Music Theory and Musicianship II**

**John Crouch**

Overall quality of the class: 3.64

### Summary:

The best aspects of this course included the relaxed class atmosphere and the professor's very engaging manner. Students liked the listening examples and felt that the professor was very passionate about the subject. Many students complained that the lectures were taught straight out of the book, and that at times the class went by too quickly for them to follow. Suggestions for improvement included adding more activities and practice analyses during the class to help students struggling with some of the skills. Students also wanted the professor to put down the book and lecture from memory, or intersperse the lesson with more discussion. Prospective students will find this an entertaining, if slightly challenging course that will teach them the basics of music theory.

### **AS.376.217.01**

#### **Music Theory III: Song**

**Michael Rickelton**

Overall quality of the class: 4.80

## MUSIC

### Summary:

Students thought that the best aspects of this course were the breadth and depth of the music covered. Students liked the listening activities, and thought that the professor's teaching methods helped them understand and appreciate the music. Several students felt that the course needed more modern music, and that the papers could have used more explanation in terms of topics and due dates. Students suggested offering more of a choice in the songs that were covered, as well as creating a syllabus with a more concrete guide to papers. Prospective students should have a firm grasp of the concepts taught in Music Theory I and II. Students should also be prepared to write several papers over the course of the semester.

### **AS.376.242.01**

#### **Introduction to Popular Music**

**Ruby Fulton, David Smooke, Stephen Stone**

Overall quality of the class: 4.76

### Summary:

Students absolutely loved the lectures and subject matter of this course. They felt the professor was personable and knowledgeable, and that he helped make the course engaging and entertaining. Some students thought that the weekly listening quizzes were challenging, and that they tested memorization more than comprehension. Students suggested that the listening quizzes be shortened or removed, and that it would be helpful to have the quiz content match the lecture of that week. Prospective students need a good ear to distinguish different music styles and should be good at memorization.

### **AS.376.242.02-03**

#### **Introduction to Popular Music**

**David Smooke, Stephen Stone**

Overall quality of the class: 4.76

### Summary:

Students found the best aspects of this course to be the laidback and inviting atmosphere of the class. They felt that the professor really helped make the course entertaining, and had a lot of fun learning the interesting subject matter. Many students found the listening quizzes and the amount of materials they had to memorize each week to be excessive. Students suggested cutting down the list of songs to memorize and felt that less emphasis on the quizzes would be helpful. Prospective students should be prepared for extensive memorization but an overall enjoyable class experience.

### **AS.376.250.01**

#### **Introduction to Computer Music**

**Samuel Burt**

Overall quality of the class: 4.00

### Summary:

Students thought that the best aspect of this course was the hands-on approach to learning the materials and getting a chance to create their own compositions. They liked the tutorials and the insight into the field of computer music. Students felt that the readings were disconnected from the content

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taught in the lectures and that some of the music theory aspects could be daunting for students without a musical background. Students suggested spending more time relating what was read to what was taught during the lecture and thought that more opportunities for compositions and additional music activities would be very helpful. Prospective students would benefit from a background in music or programming but neither is required to get the most out of this course.

### **AS.376.252.01**

#### **Jazz History**

**Alexander Norris**

Overall quality of the class: 4.35

#### Summary:

Students loved the listening aspects of this course and felt that the best aspects included the in-depth analysis of the music's history and the professor's passion and knowledge about the subject. Students felt that the lectures could be a bit long and that more emphasis could be placed on jazz music itself. Students suggested that the class be broken into two shorter sessions to help students focus on key concepts of the material. Prospective students should have an interest in jazz or music history and do not need a background in music or history to get a lot out of the course.

### **AS.376.303.01**

#### **Musical Theater from Aristophanes to Leonard Bernstein**

**Susan Weiss**

Overall quality of the class: 4.88

#### Summary:

Students agreed that the best aspect of this course was the professor, whose passion for musical theater and enthusiasm to teach made the class engaging and entertaining. Students found the guest lecturers very interesting as well and loved the energy of the class. Some students thought that the readings were long or disconnected from the lectures and that the course could be a little disorganized at times. Suggestions for improvement included shortening or removing the reading exercises, or spending more time making the materials relevant. Students also would have liked to have started working on the final performance assignment earlier in the class to have more time to prepare. Prospective students only need a love for musical theater and should prepare for ample but doable reading assignments.

### **AS.376.371.01**

#### **Topics in Music Cognition I**

**Monica Lopez-Gonzalez**

Overall quality of the class: 3.73

#### Summary:

Students thought that the best aspects of this course included the engaging class discussions and the interesting material covered over the semester. Students thought that the class could be disorganized and that the quizzes did not seem to follow a consistent format. Suggestions for improvement included creating a more structured curriculum to follow during class and changing the quiz format to be more consistently structured. Students also thought that having the course a few times a week would have

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helped break up some of the longer classes. Prospective students should be prepared to be actively engage in class discussions and to complete the readings before each class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
NANOBIOTECHNOLOGY DEPARTMENT**

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

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

**EN.670.615.01  
Introduction to NanoBio Tutorial  
Denis Wirtz**

Overall quality of the class: 3.67

This class had 5 or fewer comments.

**EN.670.619.01  
Fundamental Physics and Chemistry of Nanomaterials  
Michael Bevan, Chia Ling Chen, Nina Markovic, John McCaffery, Peter Searson, Denis Wirtz**

Overall quality of the class: 3.21

Summary:

The best aspect of this course was that it allowed students to explore a broad range of topics with experts in the field. However, many students felt that the course was disorganized and disjointed. Students also thought that some instructors spoke on their subjects at a basic level, while others assumed students had a higher level of understanding of various fields. Students suggested having a greater cohesion between teaching styles, either by having better communication between the various speakers or by cutting down the number of speakers. Prospective students should know that having a background in chemistry, physics and biology was helpful for success in the class.

**EN.670.625.01  
NanoBio Tutorials: Special Topics  
Denis Wirtz**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.670.629.01  
Cancer Nanotechnology Training Center (CNTC) Tutorial**

## NANOBIOTECHNOLOGY

**Denis Wirtz**

Overall quality of the class: 3.67

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.130.102.01**

**From Neanderthals to the Neolithic**

**Susan McCarter**

Overall quality of the class: 4.50

Summary:

Students found that the best aspect of this course was the professor’s passion for the subject and her ability to engage students during the lectures. Many students also liked the field trip to the Smithsonian Museum for one of the assignments, although some students had difficulty getting there. Several students also felt that the readings were long or repetitive, so they suggested adding more variety to the reading list and posting the lecture slides online to help students study. Prospective students do not need to have background knowledge, but they should be willing to do the readings and take detailed notes during the lectures.

**AS.130.107.01**

**Freshman Seminar- BIG: Monumental Buildings and Sculpture in Antiquity**

**James Osborne**

Overall quality of the class: 4.64

Summary:

The best aspect of this course was a professor who was committed to making the information interesting and accessible to students. Lectures and discussions were found to be very engaging and fun, and many students found the work to be rewarding. However, several students found that the readings were long and repetitive, so suggestions included providing shorter and more diverse materials to read. Students highly recommended this course to anyone with an interest in art history, architecture, or archaeology. Prospective students should be prepared for intense reading and writing assignments and are encouraged to ask questions throughout the lecture.

**AS.130.110.01**

**Introduction to Archeology**

**Glenn Schwartz**

## NEAR EASTERN STUDIES

Overall quality of the class: 3.64

### Summary:

Students found the best aspect of this course to be the professor, who made the lectures interesting and relevant with real-world examples. Many students enjoyed the depth and breadth of the course, and appreciated the professor's professional experiences in the field. The course lacked engagement, however, as there was no discussion, and many students felt that the assignments required excessive amounts of work. Suggestions for improvement included splitting the lecture into two periods to allow more time for discussion, which would give students a chance to ask more questions and become more engaged in the materials. Prospective students do not need background knowledge of the subject, but they should be prepared to take notes during the lecture, and attend every class.

### **AS.130.135.01**

#### **Pyramids, Temples, and Tombs**

**Betsy Bryan**

Overall quality of the class: 4.62

### Summary:

Students loved how knowledgeable and passionate their professor was, and how she made the materials interesting and engaging, using her professional experience to provide examples and liven up the lectures. Many students found the reading assignments to be very informative as well, and were impressed with how much material they covered over the semester. Some students were unhappy that they were unable to get through all of the information on the syllabus. There were few suggestions for improvement, which included posting lecture notes before the lectures and staying as close to the course curriculum as possible. Students felt that anyone with interest in Egyptology should consider this course. Prospective students should dedicate time for the readings and for relatively light writing assignments.

### **AS.130.140.01**

#### **Hebrew Bible/ Old Testament**

**Theodore Lewis**

Overall quality of the class: 4.44

### Summary:

Students found that the professor's down-to-Earth nature and enthusiastic passion for the materials were the best aspects of this course. They felt comfortable posing questions and asking for help, and found his lectures to be very engaging and enlightening. Several of the students thought he went a bit quickly through the lectures and felt that the minute details they were expected to remember was a bit daunting. Suggestions for improvement included making the lecture slides available, perhaps online, and a bit of direction as to what information they should focus on. Other students also thought that the research paper on top of the intense exams was very difficult to complete, so they suggested either getting rid of the paper, cutting out one of the exams or shortening the length of both the exam and the paper. Prospective students do not need to know the material going into the class to understand the materials. They should be able to keep up with the readings and work on their paper throughout the semester.

## NEAR EASTERN STUDIES

### **AS.130.201.01**

#### **Cleopatra**

**Richard Jasnow**

Overall quality of the class: 3.90

#### Summary:

The best aspect of this course was having a small class size, which made learning about this historical figure seem more intimate to the students. They found the breadth of materials relating to Cleopatra to be interesting and surprising, however, several students noted that the lectures were dry and lengthy. They suggested making the lectures more interactive by allowing students to discuss the readings and their own responses to the materials. Students also thought that the research paper was long and an ineffective way to test knowledge, so they suggested either shortening the paper or creating multiple short writing assignments over the course of the semester. Prospective students should be able to complete a 20 page, 1.5 spaced paper by the end of the semester.

### **AS.130.212.01**

#### **The Archeology of Death, Burial, and the Human Skeleton**

**Christopher Brinker**

Overall quality of the class: 4.25

#### Summary:

The best aspect of this course was the topic, which students found to be fascinating and intriguing. The professor actively engaged students and pulled in information from different fields of study to give unique perspectives to the lectures. In general, students liked the readings, although many found them to be repetitive and lengthy. Suggestions for improvement included removing some of the readings from the list and narrowing the focus of selected assignments so that more time could be spent delving deeper into the materials. Prospective students should be prepared to read extensively, but do not need a background in archaeology to enjoy this course.

### **AS.130.255.01**

#### **From Feast to Famine in the Ancient World**

**Adam Maskevich**

Overall quality of the class: 4.88

#### Summary:

Students found that the best aspects of this course were the enthusiastic professor and the way he made lectures engaging for the class. Students liked the encouraged participation in the discussions, and felt that the variety of teaching methods used in the class were very effective to learning the materials. A few of the students thought that the initial background lectures were a bit dense and repetitive, so they suggested saving that content for later in the semester, when it came up again. Students also wanted to see more discussion sessions and talks about the readings. Prospective students do not need any knowledge of archaeology, but they should go to class prepared to discuss what they're read.

### **AS.130.312.01**

## NEAR EASTERN STUDIES

### **Ancient Medicine P McCarter**

Overall quality of the class: 3.10

#### Summary:

Students thought that the best aspects of this course included the interesting subject matter and the very light workload. However, many felt that the lectures were dull, lengthy, and repetitive. Students suggested the professor break up the lectures with visual aids and handouts with information, and that he spent some of the time engaging the class with interactive discussions. Students also thought that more in-class exercises or homework assignments would have been beneficial to help them learn the material. Prospective students should be able to take notes and study effectively to do well in this course.

### **AS.130.331.01 Sex, Drugs, and Rock & Roll in Ancient Egypt Betsy Bryan**

Overall quality of the class: 4.67

#### Summary:

Apart from the very enthusiastic and knowledgeable professor, students felt that the best aspects of this course included the way the readings were handled. They appreciated having one student assigned to a reading to present to the class, as this made the heavy reading load easier to handle. They suggested, however, that the professor spend more time lecturing on the materials, although they also hoped for in-class presentations. Prospective students will find any knowledge of Egyptian history helpful but not required. Attending each lecture and completing the readings will ensure that you get the most out of this course.

### **AS.130.353.01 Space Archaeology: An Introduction to Satellite Remote Sensing, GIS, and GP Michael Harrower**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.130.371.01 Ritual and Magic in Ancient Egypt Meredith Fraser**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.080.105.01  
An Introduction to Neuroscience  
Stewart Hendry**

Overall quality of the class: 4.61

Summary:

Students found that the best aspect of this course was the very knowledgeable, very personable professor. He made the lectures engaging and interesting, answering every question and helping students understand difficult the concepts. Some students thought that the lectures could get rushed in order to fit all of the material in and disliked that their grades depended on how well they did on the exam. They suggested adding homework assignments to allow more opportunities to boost their grades and thought that either longer lectures or an additional day would help them cover all of the materials. Prospective students should be prepared to take notes, study hard, and attend every lecture. They should be willing to ask questions and have an interest in neuroscience.

**AS.080.250.01-03  
Neuroscience Laboratory  
Linda Gorman, Jason Trageser**

Overall quality of the class: 4.22

Summary:

Students loved the hands-on labs that allowed them to dissect and study parts of the brain, which they felt was the best aspect of this course. They thought the low-key lab work and felt that they really learned the materials well. Many students wished there were more opportunities to earn a grade instead of simply relying on three memorization-based exams. Suggestions for improvement included providing structured study sheets before each exam, and giving additional assignments to help boost grades. Students also wanted to perform more dissections, which they felt were very helpful in learning the materials. Prospective students are advised that the work in these labs is challenging but interesting, and that students should be willing to study hard before each exam.

**AS.080.305.01**

## NEUROSCIENCE

### **The Nervous System I**

**Stewart Hendry, Haiqing Zhao**

Overall quality of the class: 4.62

#### Summary:

The best aspect of this course was Dr. Hendry, whom students felt went above and beyond expectations to help them succeed. They found his lectures to be very engaging, the material to be very interesting, and the tests to test understanding rather than memorization. Students loved the availability of the professor throughout the semester, especially the Saturday review sessions. However, many students felt that Dr. Zhao's lectures were a bit difficult to follow, and that the overwhelming amount of material to study made it difficult to prepare for each exam. Suggestions included adding in more study sessions, recording and then posting the lectures online, and assigning homework to allow for additional grade opportunities. Prospective students should be prepared for challenging but rewarding work and be willing to commit a lot of time and thought into this course.

### **AS.080.308.01**

#### **Neuroeconomics**

**Jason Trageser**

Overall quality of the class: 4.04

#### Summary:

The best aspects of this course were the very interesting materials and the professor's way of blending neuroscience and economics together. Students found themselves refreshingly challenged and thought that the entire course was full of interesting concepts. However, they found the lectures sometimes difficult to follow, and that the exams focused on memorization rather than comprehension. Suggestions for improvement included making the lectures more interactive through the use of clicker questions and visual aids. Other students suggested improving the slides with more information and visual aids, and wanted homework assignments to help their grades. Prospective students should be prepared for difficult but fairly graded exams. The course is recommended for anyone who has an interest in neuroscience, economics or both.

### **AS.080.310.01**

#### **Synaptic Function and Plasticity**

**Alfredo Kirkwood, Hey-Kyoung Lee**

Overall quality of the class: 4.73

#### Summary:

The best aspects of this course included the professors who were both experts in their field, and who brought that passion for the subject into the classroom. Students found both to be very engaging, and the materials to be very intellectually stimulating. They felt that the information on the PowerPoint slides was a bit sparse. Suggestions included adding additional content to the slides, and posting more information online to help students study. Prospective students should be aware that most of the work involves studying for the exams but that they should actively participate and ask questions.

### **AS.080.330.01**

## NEUROSCIENCE

### **Brain Injury & Recovery**

**Linda Gorman**

Overall quality of the class: 4.68

#### Summary:

Students thought that the best aspects of this course included the cutting-edge topics covered in class, as well as the freedom to investigate areas of research that interested them. Students wished that the course had been more interactive and felt that the due dates for assignments were sporadic and unpredictable. Suggestions for improvement included splitting the class into smaller sections to better allow for discussions and interactions between peers. Students also thought that assignments should be spread out over the semester to balance out the workload. Prospective students should have a firm background in neuroscience and be prepared to read and write extensively. Students should be self-motivated to investigate the latest studies in the field, and be prepared to present what they find.

### **AS.080.345.01**

#### **Great Discoveries in Neuroscience**

**Jay Baraban**

Overall quality of the class: 4.23

#### Summary:

The best aspects of this course included the interesting material covered over the semester, as well as learning how to read and analyze science papers. Students liked having weekly quizzes, and felt that the lectures helped aid comprehension. However, student disliked the student presentations, and felt that some of the quiz questions were disconnected from the lecture material. Students suggested that the professor provide feedback on the presentations, and that the exams covered more of the material covered in the course. Prospective students should have a firm understanding of neuroscience, and be highly interested in the field. The class will be a challenging but rewarding experience.

### **AS.080.355.01**

#### **Visual System**

**Stewart Hendry**

Overall quality of the class: 4.81

#### Summary:

Students found the best aspect of this course to be the challenging but intriguing materials covered in class. The professor's passion and knowledge of the subject made the lectures highly engaging, and the depth into each topic ensured that students understood the intricacies and nuances of the subject. Students found that this knowledge was tested in an unbalanced manner and that exams did not cover equal amounts of the information. Suggestions for improvement included shifting some of the exams in the schedule to lighten the material covered in the last exam. Any prospective students are advised that this is a reading-intensive course and that it is important to review all of the materials online in addition to the homework assignments. The class is stimulating and rewarding for any with an interest in neuroscience.

### **AS.080.360.01**

## NEUROSCIENCE

### **Diseases & Disorders of the Nervous System** **Stewart Hendry, Guy Mckhann**

Overall quality of the class: 4.59

#### Summary:

Students agreed that the best aspects of this course were the many guest lecturers who were experts in their fields. Students found it very helpful to be able to ask these experts direct questions and loved learning about the cutting-edge research these doctors were involved in. Students found that having so many different lecturers made the course feel somewhat disjointed since there was no common thread or relation tying each lecture to the next. Suggestions for improvement included organizing the lectures by topic or field, and recording the lectures to make them available online. Students also felt that overlapping or connecting the lectures with a common thread would have made the course more cohesive. Prospective students should be prepared for a very difficult but rewarding and stimulating class.

### **AS.080.401.01-02**

#### **Research Practicum: KEEN (Kids Enjoying Exercise Now)** **Linda Gorman**

Overall quality of the class: 4.92

#### Summary:

The best aspect of this course was being able to work with kids in a friendly learning environment. Students loved getting to interact with the children in a creative and instructive manner. Students thought that the course could have been better organized, particularly the driving schedule. Students often arrived too early and the driver's arrival was not always consistent. Students suggested incorporating an emergency contact system to let people know about delays or traffic conditions. Prospective students should be energetic, enthusiastic, good with kids and ready to have fun.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.150.111.01-02  
Philosophic Classics  
Dean Moyar**

Overall quality of the class: 3.79

Summary:

Students praised this class for the sheer volume of Philosophical material that is covered and discussed in the class. Some added that it changed the way they viewed the world and conflict. However, some students also found that some of the material could be “abstract” or “dense” with one student saying, “it’s easy to get lost if you don’t pay attention.” Suggestions for improvement included increasing the amount of in-class discussions of readings and philosophical concepts. Prospective students should know that students had to read non-fiction texts in depth and that it covered “a lot of philosophers in a short period.”

**AS.150.113.01  
Objectivity  
Nicholas Goldberg**

Overall quality of the class: 3.67

Summary:

Students praised this course for being “interesting” and “thought provoking.” Most students felt that the three-hour class was too long and that it should either be “split into two times” or rescheduled to a point during the day where students’ energy would be higher. Suggestions for improvement included increasing the number of weekly classes and having teacher-prepared questions to guide the in-class conversation. Prospective students should know that the class was reading intensive and somewhat “demanding” but was intellectually rewarding.

**AS.150.127.01  
Realism and Antirealism in the Philosophy of Science  
Jonathon Hricko**

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Overall quality of the class: 4.70

### Summary:

Students in this course broadly praised the instructor's "straightforward and clear teaching style" as well as the in-class discussion aspect of this course. Some students felt the material could be difficult to comprehend, with one person saying, "[the] difficulty of the material is not for everybody." Suggestions for improvement included increasing the class discussions, as well as adding greater focus or structure to the talks. Prospective students should know that students found that the class was a great way to pull students into philosophy and the instructor fostered "fun and engaging classes."

### **AS.150.191.01**

#### **Freshman Seminar: Ethical Topics in Plato**

**L Nandi Theunissen**

Overall quality of the class: 4.67

### Summary:

Students broadly praised the course's instructor as well as the course's small class size which allowed for interesting class discussions. Some students felt that there was too much reading, and that some of it was too dense for the class. Students had few suggestions for improvement, although some asked for more time for group discussions. Prospective students should know that students found that the course was a good choice even for students who weren't pursuing a degree in Philosophy. Students also found that the course was a good introduction to Philosophy "in a non-intimidating atmosphere."

### **AS.150.192.01**

#### **Freshman Seminar: Self and Self-Knowledge**

**Meredith Williams**

Overall quality of the class: 3.18

### Summary:

Students praised this course's small class size and the fact that it allowed student to "discuss readings in a small intimate environment." Some students felt that the course had too much assigned reading some of which was dense to the point where it was "hard to grasp what point the philosophers were trying to make." Suggestions for improvement included finding more ways to engage students in discussions, such as posing questions to them. Prospective students should know that students found the course interesting but that the course did include dense readings, required note taking, and needed "complex thinking."

### **AS.150.193.01**

#### **Philosophy of Language Seminar: Proper Names and Definite Descriptions**

**Justin Bledin**

Overall quality of the class: 4.38

### Summary:

Students praised this class for having interesting reading materials that lead to entertaining and interactive class discussions. Some students felt the readings were too dense and difficult, which made it

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“tough to follow along with the different ideas.” Students had few suggestions for improvement although some students felt the class would benefit if students could be made to participate more. Prospective students should know that students found that coursework wasn’t overly demanding and the subject matter was interesting.

### **AS.150.201.01; 03**

#### **Introduction to Greek Philosophy**

**Richard Bett**

Overall quality of the class: 3.86

#### Summary:

Students praised this course for focusing on an “interesting subject area” and multiple students praised the instructor’s teaching style. However, some students felt that the coursework didn’t prepare them for examinations. Suggestions for improvement varied; some students felt the class would have been improved if there were more opportunities for in-class discussions involving the professor. Prospective students should know that students found that the class didn’t require any prior knowledge of philosophy. Students should complete the reading assignments and take notes in order to be successful.

### **AS.150.203.01**

#### **Contemporary Metaphysics**

**John Brandau**

Overall quality of the class: 4.43

#### Summary:

Students praised this class which focused on a very interesting topic and for combined a mixture of old and contemporary readings. Some students thought the instructor’s lecture could drag on too long and take away time from group discussion. Suggestions for improvement included holding more class discussions about the readings and lecture topics. Prospective students should know that students found this course an interesting class with a lot of reading some of which was “confusing at first” but made more sense as students worked on it.

### **AS.150.219.01-12**

#### **Introduction to Bioethics**

**Hilary Bok**

Overall quality of the class: 3.39

#### Summary:

Students praised this course as covering an interesting and “thought-provoking” topic. Some students thought lectures weren’t as helpful as they could be, feeling the talks varied from “boring” to lacking depth. Suggestions for improvement varied with most students desiring an overhaul to the class’ lectures either by adding in greater interactivity to using more real-life examples. Prospective students should know that students found the classes had a lot of readings and writing assignments, and that some background in philosophy would be helpful.

### **AS.150.235.01-04**

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### **Philosophy of Religion** **Steven Gross**

Overall quality of the class: 3.67

#### Summary:

Students praised the instructor, whom was described as “entertaining” and “hilarious.” They also loved learning about a variety of philosophers and their thoughts on religion. Some students thought that lectures could be a bit disorganized and could use a firmer structure. Other students felt the course was too focused on the Judeo-Christian understanding of God. Suggestions for improvement included having a more concrete syllabus for the course and schedule for the course. Prospective students should know that students found that the class was more of a study of the concept of religion rather than a comparison of multiple religions.

### **AS.150.245.01-04** **Introduction to Philosophy of Mind** **Meredith Williams**

Overall quality of the class: 2.76

#### Summary:

Students praised this course for having an interesting subject matter, although multiple students thought the instructor’s lectures were either “boring” or “disjointed.” Students also said the class sometimes ran over its assigned time as the instructor hadn’t finished the class’ lecture. Suggestions for improvement included finding more interactive or interesting way to engage students during class. Prospective students should know that student found the class challenging with dense reading assignments. Multiple students also found the course’s teaching assistants useful for succeeding in the course.

### **AS.150.304.01** **The Ethics of Human Experimentation** **Joseph Ali**

Overall quality of the class: 4.09

#### Summary:

Students praised this course for having a reasonable workload and for sparking thought-provoking discussions. However, some students felt the lectures could get a bit dry and repetitive. Suggestions for improvement included more assignments which would allow student to get a better feel for how well they were learning the material. Prospective students should know that students found the course was intellectually stimulating but inviting to students who were new to the subject of ethics.

### **AS.150.420.01** **Mathematical Logic I** **Robert Rynasiewicz**

Overall quality of the class: 3.50

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This class had 5 or fewer comments.

**AS.150.439.01**  
**Epistemology**  
**Peter Achinstein**

Overall quality of the class: 3.44

Summary:

Students praised the course for having an interesting subject matter and for having an engaging and approachable instructor. Multiple students thought that the instructor failed to clearly express what was expected of students to be successful, and that there was an issue with a lack of feedback. Suggestions to improve the course varied. Some students wished for more graded assignments while others asked for clearer expectations on their assignments. Prospective students should know that students found the course challenging and recommended students have some background in Philosophy or similar courses.

**AS.150.476.01**  
**Philosophy and Cognitive Science**  
**Jonathan Flombaum, Steven Gross**

Overall quality of the class: 4.00

Summary:

Students praised this course for its “conversational-style lectures” on an interesting topic. Some students thought the class discussions were disorganized and conversation tended to go on tangents. Suggestions for improvement included adding additional structure to the course as well as addressing additional topics during the course. Prospective students should know that the course is described as a difficult class that required hard work, but one that was worth the effort.

**AS.150.494.01**  
**Descartes**  
**Yitzhak Melamed**

Overall quality of the class: 4.13

This class had 5 or fewer comments.

**AS.150.496.01**  
**Topics in the Theory of Value**  
**L Nandi Theunissen**

Overall quality of the class: 4.77

This class had 5 or fewer comments.

**AS.150.498.01**  
**Modal Logic and its Applications**

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**Justin Bledin**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
PHYSICS AND ASTRONOMY 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.171.101.01-10**

**General Physics: Physical Science Major I  
David Neufeld**

Overall quality of the class: 3.87

**Summary:**

Students found that the best aspects of this course included the professor and his interactive lectures and demonstrations, as they found him to be knowledgeable and interesting. Students also liked the prelectures and the ready availability of materials online and the relatively light workload. Students also disliked the textbook, SmartPhysics, which they found lacked substantial explanation of core concepts. Suggestions for improvement included adding additional content to the lectures to make them more interesting and useful to attend. Students also believed that the course could use more math problems and applied formulaic equations to show comprehension rather than memorization of the materials. Prospective students should have background knowledge in Physics as many of the concepts are not reviewed in class, and should be prepared to complete a fair amount of memorization.

**AS.171.102.01-05**

**General Physics: Physical Science Majors II  
Petar Maksimovic**

Overall quality of the class: 4.02

**Summary:**

Students found this course to be extremely challenging but rewarding. The lectures and demonstrations were some of the best aspects of this course, as the professor broke down the difficult concepts into parts that were easier to understand. Despite this, many of the students found the work to be very challenging, often due to the amount of work they needed to complete each week. They found that the concepts were also very challenging, and that they did not have enough time to absorb and understand everything that was taught. Students suggested lightening the workload and spending more time going over the concepts to ensure that everyone understood the material. Prospective students should be aware of the very heavy workload. They should also utilize the resources they have and speak to the

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professor if they have any questions about the material, as the professor goes above and beyond what is expected to help students study and succeed.

### **AS.171.103.01-10**

#### **General Physics I for Biological Science Majors**

**David Kaplan**

Overall quality of the class: 3.64

#### Summary:

The best aspects of this course included the professor, whom students found entertaining and knowledgeable, as well as the in-class demonstrations, which they found informative. However, many students believed that the homework and in-class exercises did not prepare them for the complexity of the questions on the exams, and that the exams themselves did not reflect their understanding of the subject matter. Students scored significantly poor marks, and only the extreme grade curve allowed the class to pass. Suggestions for improvement included lightening the workload and making the exam questions more similar to the reviews, homework, and class exercises. Students thought this might be achieved if the professor wrote the problems and did not use the examples from the book. Prospective students should be aware of the heavy work load, and always go to lecture. They should also take advantage of the professor's office hours and email, as he was willing and ready to assist them with any questions they might have.

### **AS.171.105.01-02**

#### **Classical Mechanics I**

**Norman Armitage**

Overall quality of the class: 3.97

#### Summary:

Students found that some of the best aspects of this course involved the demonstrations during the lecture. The professor was willing to discuss the challenging concepts with students, and was available to meet with students. Unfortunately, many of the students found that the lectures were vague at times, and that the homework did not always correspond to the content on the exams. Students suggest providing more practice exam questions, and providing more in-depth examples for some of the complex concepts that were only briefly covered in class. Prospective students are advised to have a basic background in Physics and Calculus, as these subjects are used frequently but not really taught in the class. Students should also be prepared for extensive studying and challenging materials.

### **AS.171.107.01-04**

#### **General Physics for Physical Sciences Majors (AL)**

**Robert Leheny**

Overall quality of the class: 4.26

#### Summary:

Students enjoyed the interactivity of this course and found it extremely useful to have almost the entire course's content readily available online, especially the prelectures. The professor was quite willing to meet with students outside of class to assist them with any issues they had. Many students thought that

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the homework and exam questions were not an effective grading model, as they were multiple choice with no partial credit opportunities. Suggestions for improvement included the use of short answer questions for both the homework and the exams to show comprehension of a concept. Students also wanted to see more interactive demos throughout the course. Any prospective students would benefit from prior knowledge of physics, although many of the basic concepts are taught in this class.

### **AS.171.113.01**

#### **Subatomic World**

**Barry Blumenfeld**

Overall quality of the class: 4.39

#### Summary:

Students found that the best aspect of this course was the professor, who was able to break down complex Physics concepts into manageable and comprehensible examples. The content was interesting, and students found the professor very knowledgeable and open to questions throughout the lecture. Students did miss having a textbook to review concepts, and felt it was nearly impossible to catch up with the notes if they missed a lecture. Students suggested posting the lecture notes online, providing links to related reference materials, or assigning a textbook might help when studying. They also wanted to see more demonstrations, as they found these to be very helpful and entertaining. Students considering this course must be willing to attend every lecture. The workload is manageable and the course is highly recommended for anyone with an interest (but not necessarily a background) in science.

### **AS.171.201.01-02**

#### **Special Relativity/ Waves**

**Nadia Zakamska**

Overall quality of the class: 3.72

#### Summary:

Students found the course subject matter to be very interesting and the work to be both challenging and stimulating. Many students thought that too much information was packed into one semester, and would have been better as two separate courses. Students also thought that the professor often moved too quickly for them to keep up with the lecture. This made the already difficult material almost impossible to follow. Students suggested that offering two courses would help balance out the material and allow for more in-depth exploration of the subject matter. Their advice for prospective students was to have a strong background in Physics and Math going into the course and to be prepared for long hours of study. The material is very challenging, but interesting, and the professor will curve grades.

### **AS.171.301.01-02**

#### **Electromagnetic Theory II**

**Andrei Gritsan**

Overall quality of the class: 3.83

#### Summary:

Students found that the best aspect of this course was the textbook, which provided extensive examples of ideas taught during the lecture. The professor followed the book very closely, which made it very easy

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to follow along. Many students also found this style made the course dry and a bit uninteresting. They suggested that the professor include more interactive demonstrations of the materials, and to come up with original materials and questions not found in the book. Any students taking this class are recommended to have a strong Math and Physics background going into the course and to be prepared to spend some time studying the textbook.

### **AS.171.303.01**

#### **Quantum Mechanics I**

**Chia Ling Chien**

Overall quality of the class: 4.55

#### Summary:

The best aspect of this course was the pacing as well as the deliberate and extensive teaching of the materials. Students found the subject matter interesting and accessible through the professor's lectures. Many students found that the textbook was not helpful and that sometimes the homework would not align directly to what was taught in class or in the book. Students suggested that the professor provided more concrete examples and materials throughout the lecture to help add depth and analysis to the subject matter. Prospective students should have a basic understanding in math, and should plan to attend each class as the content is cumulative and builds on previous lectures.

### **AS.171.309.01**

#### **Wave Phenomena with Biophysical Application**

**Mark Robbins**

Overall quality of the class: 3.63

#### Summary:

Students found the subject matter to be very interesting and enjoyed the small class size. Most students found the course to be extremely difficult, especially the mathematical aspects of the course. Students suggested that more guided breakdowns of equations and examples might help make these challenging concepts easier to understand. Students going into the course should have a strong math background, and be prepared to be mentally challenged as the course materials and concepts are very difficult and advanced. Students are recommended to always stay on top of the homework and to ask questions when they get confused.

### **AS.171.312.01**

#### **Statistical Physics/Thermodynamics**

**Tobias Marriage**

Overall quality of the class: 4.79

#### Summary:

Students found the professor's lectures to be one of the best aspects of the class. Lectures were easy to understand and very interesting. The professor himself was very amiable and engaging, and easy to approach with questions. Students found the lack of practice exams disappointing and that the homework workload was not always balanced, especially as the semester progressed. Suggestions for improvement included cutting back on some of the homework problems as they became more complex

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and time consuming to solve. Students also wanted practice exams to help them better prepare for exams. Any prospective students should have a solid background in physics and be prepared to budget a fair amount of time for the homework questions.

### **AS.171.314.01**

#### **Introduction to Galaxies and Active Galactic Nuclei**

**Rosemary Wyse**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **AS.171.321.01**

#### **Introduction to Space, Science, and Technology**

**Henry Moos, Stephen Murray**

Overall quality of the class: 3.82

#### Summary:

The professors were some of the best aspects of this course. Both were very approachable, engaging lecturers who were willing to explain the complex concepts and made the class more interesting with very concrete examples. Many of the students found the group projects difficult, which they believed was outside of the scope of the class. Suggestions included toning down or breaking up the project into smaller, easier to complete sections. Students also wanted more feedback on their homework, and more time to discuss some of the concepts in depth. Prospective students should know math, physics, and basic engineering to succeed in this course, and be prepared to spend a lot of time and effort on the group project.

### **AS.171.323.01**

#### **Physics of Human Energy Use**

**Julian Krolik**

Overall quality of the class: 3.45

#### Summary:

Students found that the small class size and interesting materials led to an intriguing and dynamic class. The homework was often unrelated to what was discussed in the class, and some students found the lectures dry and uninspiring. Suggestions for improvement included going over difficult homework problems and limiting some of the concepts discussed in class to allow for a more in-depth look at the concepts. Students who are interested in this course should be prepared for challenging but interesting materials.

### **AS.171.333.01**

#### **Planets, Life, and the Universe**

**Colin Norman**

Overall quality of the class: 3.80

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This class had 5 or fewer comments.

### **AS.171.405.01**

#### **Condensed Matter Physics**

**Nina Markovic**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

### **AS.172.203.01**

#### **Contemporary Phys Sem**

**Julian Krolik**

Overall quality of the class: 4.03

Summary:

Students found the best aspects of this course to be the relaxed atmosphere and the variety of subjects studied over the semester. They liked the rotation of the presentation topics, and appreciated the relatively light workload. Students did not like that everything was taught through student presentations, as the information was not always correct and the professor simply guided presentations instead of actually teaching the materials. Students also thought that they did not cover any of the materials in detail. Student suggestions for improvement included having the professor spend part of the class lecturing. Students also wanted more guidance in their presentation preparations and believed the presentations would be more effective if there was more interaction between the speakers and the audience. Prospective students should anticipate spending most of their time preparing for their presentation, and expect to complete some reading each week.

### **AS.173.111.01-23**

#### **General Physics Laboratory I**

**Morris Swartz**

Overall quality of the class: 3.11

Summary:

Students most enjoyed the demonstrations in this course, and found the equipment used in this class to be very accurate and top-of-the-line. Students also appreciated the fact that all of the graded work was turned in during class, so there was no homework. Students found the labs themselves lacked direction and that expectations were sometimes very vague. They also found that the labs sometimes deviated from what was taught in lecture, so there was a disconnect of concepts, and they often found that the labs focused more on statistics than physics. Suggestions for improvement included increasing the amount of time spent teaching a concept during lecture, and making these lectures more interactive. Students also wanted more time to complete the labs, since they often felt rushed and were sometimes unable to finish. Any prospective students should have a comfortable understanding of physics and calculus, and be prepared to stay focused and work under a tight three-hour lab deadline.

### **AS.173.112.01-05**

#### **General Physics Laboratory II**

## PHYSICS AND ASTRONOMY

### **Morris Swartz**

Overall quality of the class: 3.41

#### Summary:

Many students found that the best aspects of this course included the different lab topics, which they found interesting. Students also liked that all of the assignments were handled in class, so there was no homework. Many students complained that the labs took longer than their allotted time, and that the labs got ahead of the lecture so that they were dealing with concepts they had not yet been taught in class. Suggestions for improvement included lengthening the lab time, shortening the labs themselves, or allowing students to complete and turn in the labs late without losing points. Prospective students should be sure to read the lab materials the night before the actual lab so that they can make good use of the full three hour timeslot.

### **AS.173.115.01**

#### **Classical Mechanics Laboratory**

### **Morris Swartz**

Overall quality of the class: 3.44

#### Summary:

Students loved the labs of this course, which they found challenging, interesting and applicable to what they were learning in the lecture. Students also liked the fact that there was no homework or other work outside of the class. However, many students found that the lab directions were unclear, and that the time allotted for the lab was not long enough to complete all of the work on time. Students suggest providing more instruction at the beginning of the lab, and permitting work to be completed outside of the lab time. They also wanted additional feedback for the grading policies. Any prospective students should have a background in physics and be familiar with different equations in order to be fully prepared to complete the lab in the limited three-hour time.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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.190.101.01-04; 07-10  
Introduction to American Politics  
Benjamin Ginsberg**

Overall quality of the class: 3.71

Summary:

The best aspects of this course included the ease of the course materials and the professor’s lectures and anecdotes, which students found entertaining and interesting. Many students thought that the professor often got off topic and that the information in the lectures had nothing to do with the materials they were tested on. Students suggested a more structured class with lectures that referred to the reading assignments and included information that was on the exams. Students also believed the sections would be more effective with more focused discussions of the materials and additional opportunities to tie what they were learning to current events. Prospective students should have an interest in United States history and politics and be sure to attend every lecture.

**AS.190.104.01-12  
International Politics  
Daniel Deudney**

Overall quality of the class: 4.25

Summary:

Students thought that the best aspects of this course included the professor’s engaging lectures and the interesting topics she covered. The professor was clearly passionate about the subject, and students found that he covered an inordinate amount of information in a short amount of time. Many students thought it was almost too much information because he spoke so quickly that they could not keep up with their notes. Suggestions for improvement included recording and posting the lectures for students to go back and review for the exams. Students also suggested cutting back on some of the readings, either lessening the number assigned or shortening the assignments. Any prospective students should be prepared to take fast, detailed notes and to pay close attention to all of the lectures. Students should also be prepared to read a fair amount of material before each lecture.

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### **AS.190.207.01**

#### **Political Freedom, Race and Resistance**

**Philip Brendese**

Overall quality of the class: 4.38

#### Summary:

Students praised this course for having a passionate instructor and for covering an interesting subject matter. Some students found the instructor overly harsh when grading, and others thought having a discussion requirement in a class with more than 30 people was unfair. Suggestions for improvement included shrinking the class size to better allow for discussion. Prospective students should know that students found grading in the course to be harsh but found both the instructor and the course interesting.

### **AS.190.210.01-02**

#### **The American Congress**

**Daniel Schlozman**

Overall quality of the class: 3.89

#### Summary:

Students praised this course for having an enthusiastic instructor and fascinating material. However, some students found the lectures to be confusing and hard to follow. Students also found the course had too many dense reading assignments. Suggestions for improvement included a desire for a reduction in the amount of assigned readings. Prospective students should know that students found that grading in the class was tough but fair, and that some knowledge in American politics was helpful.

### **AS.190.225.01-02**

#### **Introduction to International Studies**

**Siba Grovogui**

Overall quality of the class: 3.76

#### Summary:

Students praised this course as an eye-opening experience that covered a variety of international themes. Multiple students found it hard to receive feedback from the course either due to never having assignments returned or having a long wait time to receive work back. Suggestions for improvement included a greater structure in the course to explain what would be covered during each session. Prospective students should know that students found the class' workload to be manageable and that participation in class was critical to ensuring a good grade.

### **AS.190.226.01-04**

#### **Global Governance**

**Bentley Allan**

Overall quality of the class: 4.63

#### Summary:

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Students praised this course for covering timely topics and pulling in current event into the class. Still, some students thought the course had a heavy load of reading. Suggestions for improvement included a desire to see less emphasis on participation, as well as a desire for more concise reading assignments. Prospective students should know that while the course had a respectable workload it was “intellectually stimulating and engaging.”

### **AS.190.281.01-02**

#### **Virtue, Labor, and Power (Classics of Political Thought II)**

**Samuel Chambers**

Overall quality of the class: 4.57

#### Summary:

Students praised this course for having a fantastic instructor and interesting subject matter. Some students found that the class could get too enmeshed in theoretical themes and jargon. Suggestions for improvement included a desire to focus on real-world issues and practical examples. Prospective students should know that students found the course’s workload to be challenging but the course overall was found to be thought provoking.

### **AS.190.327.01**

#### **Politics of Information**

**Rene Marlin-Bennett**

Overall quality of the class: 3.13

This class had 5 or fewer comments.

### **AS.190.331.01**

#### **Comparative Racial Politics**

**Michael Hanchard**

Overall quality of the class: 3.73

#### Summary:

Students praised this course for spurring compelling in-class discussions. The instructor was also praised for facilitating group discussion with one student saying, “He had a way of setting everyone at ease when it came to discussing racial stereotypes.” Students felt the course had far too many assigned readings, with some feeling certain selections weren’t necessary or weren’t incorporated into the course. Students’ suggestions for improvement included a desire for a reduction in the course’s assigned reading and a desire for greater clarity from the instructor on his expectations for students. Prospective students should know that students found the instructor expected students to complete a great deal of reading.

### **AS.190.333.01-02**

#### **American Constitutional Law**

**Emily Zackin**

Overall quality of the class: 4.43

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### Summary:

Students praised this course as featuring interesting topics that spurred intelligent group discussions. Some students disliked that class discussion was restricted by the instructor to the assigned text and that a greater diversity of readings wasn't featured in the course. Suggestions for included students wishing the course encouraged completion of assigned readings either through assigning regular homework on it or testing it regularly to avoid students skipping or skimming assigned reading and then contributing little to group discussions. Prospective students should know that students found that some background in American politics and court cases was helpful when taking this course. Students also found that participation was very important for being successful in this course.

### **AS.190.344.01**

#### **Seminar in Anti-Semitism**

**Benjamin Ginsberg**

Overall quality of the class: 4.24

### Summary:

Students widely praised the course's instructor as an "extraordinary lecturer" who brought different insight on an "interesting topic." Some students found the in-class presentations took up too much of the class and could be a drag when presentations were poor. Suggestions for improvement included putting a time limit on student presentations and perhaps making attendance mandatory or part of students' grades in order to aid group discussions. Prospective students should know that students found the workload was manageable and covered an interesting subject matter.

### **AS.190.384.01**

#### **Urban Politics & Policy**

**Richard Katz, Lester Spence**

Overall quality of the class: 3.68

### Summary:

Students praised the course and the instructor for making multimedia a central part of the course. Some students found the instructor to be unresponsive to students when they requested assistance. Students also found some readings to be out of date or irrelevant to the course. Suggestions for improvement included a desire to see the class size limited to allow for livelier group discussions. Some students also wished that the course focused less on theoretical issues and more on actual cities such as Baltimore and their current issues. Prospective students should know that the course is interesting and multimedia focused.

### **AS.190.398.01**

#### **Politics of Good & Evil**

**William Connolly**

Overall quality of the class: 4.83

### Summary:

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Students broadly praised this course, saying the excellent professor and intriguing assigned readings made it one of the best courses they had taken at Hopkins. Some students found the course didn't tie together themes in books with their relevance to politics. Some students thought the course would have been improved by eliminating some of the denser readings. Prospective students should know that students found this to be a demanding course and that some background in philosophy and political science was helpful.

### **AS.190.405.01**

#### **Food Politics**

**Adam Sheingate**

Overall quality of the class: 4.50

#### Summary:

Students found the subject matter of the course to be interesting and the instructor to be passionate. Some students found the course ran too long and would have preferred if it was shorter or if the course was split up so it met twice a week. Suggestions for improvement included adding more structure so class lectures can go more in depth on certain topics. Prospective students should know that having a background in food or agricultural politics was helpful.

### **AS.190.411.01**

#### **Environment and Development in the Third World**

**Margaret Keck**

Overall quality of the class: 3.90

#### Summary:

Students praised this course for having interesting subject matter and having a small-class size that allowed for dynamic class discussions. Some students found the class lacked structure and that it was difficult to follow in-class lectures. Suggestions for improvement included a desire for the instructor to help drive group discussions either by creating prompts for discussion topics or assigning a student to lead the discussion. Prospective students should know that students found that the course had a lot of reading.

### **AS.190.412.01**

#### **Political Violence**

**Steven David**

Overall quality of the class: 4.94

#### Summary:

Students praised the discussion-focused course's interactive instructor and subject matter. Some students dislike the fact that the bulk of the course's grades came at the end of the course making it hard for students to figure out what grade they would receive. Suggestions for improvement included a request by some students that students' grades be distributed across the semester, perhaps by adding a midterm. That way, students wouldn't have a lengthy paper and exam both happening at the end of the term. Prospective students should know that students found the course to be "excellent" but disliked

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that the bulk of the course's grades falling at the end of the course. Participation in group discussion was vital to success in the course.

### **AS.190.425.01**

#### **The New Deal and American Politics**

**Daniel Schlozman**

Overall quality of the class: 4.43

#### Summary:

Students praised this course for having an interesting subject matter, great class discussion, and an extremely intelligent professor. Student issues with the course varied with one student wishing group discussion was a bigger part of students' grades while another felt the class could seem slow. Suggestions for improvement included having better managed group discussions that covered more topics. Prospective students should know that the course required a fair amount of required reading to get the most out of the course.

### **AS.190.433.01**

#### **Constructivism: How Ideas Shape International Relations**

**Bentley Allan**

Overall quality of the class: 4.80

#### Summary:

Students broadly praised this course and its professor for exposing students to Constructivism and giving them a different perspective on international relations. Some students found the amount and complexity of the assigned reading to be overwhelming. Suggestions for improvement varied; some students wished the course covered fewer topics and went more in depth on some of them instead. Prospective students should know that students found that there was "lots of chewing on texts" and a failure to read would make this discussion-based course difficult.

### **AS.190.435.01**

#### **Law and Literature**

**Jennifer Culbert**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **AS.190.440.01**

#### **European Politics in Comparative Perspective**

**Nicholas Jabko**

Overall quality of the class: 3.75

This class had 5 or fewer comments.

### **AS.191.335.01**

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### **Arab-Israeli Conflict (IR)** **Robert Freedman**

Overall quality of the class: 4.58

#### Summary:

Students thought that the best aspects of this course included the professor's passion and knowledge about the subject. The lectures were fast and interesting, and students really liked that they went over current events in class. Many thought that the reading assignments were heavy and difficult and that lectures were too fast and covered too much information. Students also did not like having only two grades, and suggested adjusting the schedule to fit in four smaller exams to make it easier to study the content. Students also wanted fewer, more focused readings and thought that the course materials would be better covered if the class met twice a week and in smaller discussion groups. Prospective students must attend lectures and be prepared to take notes. Students will find the workload heavy and the materials challenging but interesting, especially if they enjoy history or have an interest in the Middle East.

### **AS.191.345.01** **Russian Foreign Policy (IR)** **Robert Freedman**

Overall quality of the class: 4.54

#### Summary:

The better aspects of this course included the professor's engaging manner and the way he tied current events into their historical context. Students believed that they learned a tremendous amount, and found all of the lectures to be very interesting. Some students believed that the professor had to go quickly in the lectures to cram in all of the information, and thought that the lectures were a bit rushed at times. Other students thought that the readings were dense, and suggested varying the materials for homework assignments and lightening the reading load in general. Students also thought that meeting twice a week would allow for more discussions in the course. Prospective students should be prepared to complete a heavy load of reading each week. They will find the materials to be challenging but interesting.

### **AS.191.352.01** **American Constitution and War Making** **Ryan Fried**

Overall quality of the class: 4.50

#### Summary:

Students thought that the best aspect of this course was the small class size, which allowed for relaxed conversations about the materials. Students thought the professor to be very knowledgeable and the topics to be very interesting. Many students thought that much of the work they needed to complete was just busywork, and that they often ran out of time to discuss important topics because they were reviewing their weekly prep sheets. Students recommended that the class be taught twice a week to spread out the material, and to get rid of the prep sheets in favor of class presentations or case studies that could be discussed by the group. Prospective students should be able to devote time outside of

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class to complete the readings and prep sheets. This course is recommended for anyone interested in the topic and group discussions.

### **AS.191.363.01**

#### **Impasse Matters: The Politics of Unmaking Lives**

**Chad Shomura**

Overall quality of the class: 4.88

#### Summary:

Students believe that the better aspects of this course included the stimulating readings and the engaging class discussions. Students loved the professor's passion for the subject and the unique perspectives he used to have them challenge their self-understanding and realization. There were very few complaints about this course; some students wished that it met twice a week so they could cover more materials, and that some of the readings were not as informative as others. Suggestions for improvement included providing more background for the reading materials and covering more current events in the discussions. Prospective students are highly encouraged to take this course if they enjoy thought-provoking anecdotes and self-discovery. The course is about discovering one's place in the world, and challenges students to deep introspective views of their values and beliefs.

### **AS.191.364.01**

#### **Free Expression in the 21<sup>st</sup> Century**

**Gary Jones**

Overall quality of the class: 4.86

#### Summary:

Students believe that the best aspects of this course were the interesting materials and topics discussed over the semester. The professor was knowledgeable and passionate about the subject, and students liked engaging in the oral arguments during class. Several students thought that the readings were too heavy for the time in which they were assigned. Suggestions for improvement included keeping the lecture styles consistent—most students seemed to like lectures where the professor wrote on the board instead of using PowerPoint slides. Prospective students should be prepared to read a fair amount and to participate in class discussions and oral arguments. No legal background is required, but knowledge of how to read legal texts will be beneficial.

### **AS.191.372.01**

#### **Making Social Change**

**Shayna Strom**

Overall quality of the class: 3.71

#### Summary:

The best aspects of this course included the in-class discussions and the guest lecturers. Students liked the subject matter and thought that they really got engaged with the materials during the lectures. However, many students thought that the reading load was too heavy for a 1.5 credit course and that the readings were too long. Students suggested lightening the workload by lessening the number of and shortening the length of readings. Students also recommended focusing the discussions more on

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examples instead of theories and spending less time on simulations. Prospective students should be prepared for a work intensive course with some interesting materials and discussions.

### **AS.191.374.01**

#### **Seminar in American Political Economy**

**Chloe Thurston**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

### **AS.191.375.01**

#### **Thinking Organizationally about Politics**

**Steven Teles**

Overall quality of the class: 4.43

#### Summary:

Students believed that the best aspect of this course was the professor, who was both knowledgeable and passionate about the subject. Students thought that the class discussions and lecture stayed consistently interesting and engaging over the entire class period. Many students thought that the paper topics were too vague and difficult to complete, and that the professor was looking for a specific, undefined viewpoint. Students suggested shortening some of the reading assignments and adjusting the pacing of the modules would help ensure that the material was covered at an equal pace. Students also wanted more structured prompts for their assignments, as well as feedback. Prospective students should be prepared to work hard. It is a challenging course, but the materials are interesting and the discussions are very rewarding.

### **AS.191.376.01**

#### **Public Policy Writing**

**Kathryn Wagner Hill**

Overall quality of the class: 3.64

#### Summary:

Students believed that the best aspect of this course was meeting one-on-one with the professor to receive feedback and guidance on their papers. Students found the lectures useful in teaching the way public policy works are written and that the grant writing assignment was very practical. Many students found that feedback varied and was often unclear as to what needed to change. Students also believed there was a disconnect of what was expected among the different professors. Suggestions for the class included increasing communication between the writing coaches and the professors to ensure that students knew exactly what they were supposed to be writing about. Prospective students should take this class if they want to improve their writing skills and can quickly adapt their writing to fit requested edits.

### **AS.191.379.01**

#### **Thinking Strategically**

**Karl Mueller**

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Overall quality of the class: 4.29

### Summary:

The best aspects of this course included the very passionate professor with a professional background and experience in the field. Students found the lectures to be very engaging, and the reading materials to be interesting. Some students did think that the readings were a bit long and suggested shortening or assigning fewer readings. Other students believed that there would be more active class participation if class met twice a week for shorter periods of time. Prospective students should read the assignments before class and come prepared with questions and ideas to discuss in class.

### **AS.191.382.01**

#### **Thinking Economically**

**Dean Baker**

Overall quality of the class: 3.29

### Summary:

The best aspects of this course included the professor's passion for the subject and his professional knowledge and experience. Many students thought that the course had an imbalance of experience levels, as the people who had backgrounds in economics were bored while the people without this background quickly got lost. Students also found that the lectures were somewhat dry and boring. Suggestions for improvement included making the class more discussion based and having the lectures focus on teaching concepts rather than arguing a point. Prospective students are strongly recommended to have an economics background, but it is not a requirement.

### **AS.191.388.01**

#### **Ethnic Politics**

**Soundarya Chidambaram**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

### **AS.191.391.01**

#### **Organizing War: Military Organizations, Culture and Bureaucracy in the Mod**

**Rebecca Stoli**

Overall quality of the class: 4.67

### Summary:

Students thought that the best aspects of this course were the class discussions and the professor. Students found the professor to be lively, engaging, and interesting, and that she had an excellent teaching method that involved relating what was taught in class to what was going on in current events. The only real complaint that students had was the amount of reading due each week, and how the readings didn't really get addressed during discussions. Suggestions for improvement included shortening or cutting down on the reading assignments to give students a chance to get through the materials. Students also would have liked more time to participate in discussions and not get distracted

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from the big topics being discussed. Prospective students are highly recommended to take this course if they are interested in military history and do not mind a fair amount of reading.

### **AS.191.397.01**

#### **Freedom**

**Stuart Gray**

Overall quality of the class: 4.69

#### Summary:

Students thought that the professor was the best aspect of this course. He engaged the students and kept discussions lively and thought-provoking. Students felt motivated to attend every class and loved the group discussions. The only complaint that students really had was that the discussions sometimes got off topic, and that the readings were not always directly related to what was discussed in class. Suggestions for improvement included limiting the class to upper level students with experience in poly sci or philosophy to shrink the class size and promote even more discussion. Prospective students are highly encouraged to take this class if they enjoy challenging philosophical ideas and discussing their views in class.

### **AS.191.398.01**

#### **The International Politics of Genocide**

**Benjamin Meiches**

Overall quality of the class: 4.77

#### Summary:

Students found that the best aspect of this course was the professor's passion for helping his students succeed. Students loved the ample constructive feedback they received on their assignments and believed that he really helped them improve their writing. They also thought that he did an excellent job lecturing on such a difficult subject and keeping the class focused. There were very few complaints about the course, although some students felt the grading was a bit confusing, and that there was a lot of writing involved. Suggestions for improvement included having a more in-depth discussion about the final paper and including guided reading questions to help focus class discussions. Prospective students should be prepared for extensive reading and engaging in class discussions.

### **AS.191.399.01**

#### **The Political Economy of Development**

**Adnan Naseemullah**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

### **AS.191.402.01**

#### **Numbers, Pictures, Politics**

**Mark Rom**

Overall quality of the class: 4.43

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### Summary:

Students thought that the best aspects of this course included learning the programs to help them make visuals, which many believed would be a useful skills to have in their careers. Many students found that the professor was very supportive of students, and that he helped them gain concrete skills. Some students found it difficult to keep up in class because they had never used the programs before and suggested teaching the basics to the programs before proceeding into more complex concepts. Students also suggested teaching more of R Studio and providing links to tutorials for the different programs. Prospective students are encouraged to take this class if they have an interest in learning how to make infographics and not to feel intimidated if they've never used the programs before. The professor wants students to succeed, so all they need to do is ask for additional help as needed.

### **AS.193.200.01**

#### **Early Holocaust Literature: Jewish Poetry and Prose 1939-1949**

**Miriam Trinh**

Overall quality of the class: 3.57

### Summary:

Students found that the best aspects of this course were the engaging discussions and getting a balance of history and literature when learning the materials. However, students found some of the readings to be a bit dry and tedious, so students suggested finding less scholarly work and actively engaging students in more discussions. Students also felt that meeting more often for shorter periods of time would help spur conversation further. Prospective students should know that this course was considered relatively easy, and that most students really enjoyed the materials.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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; 03**  
**Professional Communication for Science, Business & Industry**  
**Jay Thompson**

Overall quality of the class: 3.68

Summary:

Students praised this course for its small class size and the captivating and helpful instructor. Some students disliked the large amount of writing in the course and found that they didn’t get enough feedback on the assignments they submitted. Many students suggested cutting down the writing requirement of the course. Other students wanted to see an increase in the amount of oral presentations in the course. Prospective students should know that the course useful in terms of showing students how to improve their writing style and create resumes, cover letters, and other documents.

**EN.661.110.02**  
**Professional Communication for Science, Business & Industry**  
**Charlotte O’Donnell**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included writing a wide variety of professional documents, although some students thought diagramming sentences during class periods was overdone and unnecessary. Suggestions to improve the course included a desire to cut down the amount time spent on grammar and the basics of writing. Prospective students should know that the course was writing intensive but also enjoyable.

**EN.661.110.04-05**  
**Professional Communication for Science, Business & Industry**  
**Caroline Wilkins**

Overall quality of the class: 4.08

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### Summary:

Students praised the instructor for fostering a fun and engaging classroom experience. Many students felt that the instructor was slow to grade and return assignments, however, and students desired more feedback. Suggestions for improvement included a desire that work be returned to student quicker and with more feedback on their performance. Prospective students should know that the course had a light workload and that it required students to think creatively.

### **EN.661.110.06-07**

#### **Professional Communication for Science, Business and Industry**

**Benjamin Parris**

Overall quality of the class: 4.15

### Summary:

Students liked the useful writing exercises that allowed them to improve their ability to write resumes, cover letters, and other documents. Students complained that distribution of assignments in the course was uneven, and that the bulk of assignments occurred in the first half of the course. Suggestions for improvement included adding more activities to the lectures, either as in-class writing assignments or other interactive activities. Prospective students should know that the course is reading and writing intensive, but that the skills gained in the course were applicable to a wide variety of areas and fields.

### **EN.661.111.01**

#### **Professional Communication for ESL Students**

**Laura Davis**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

### **EN.661.150.01-02**

#### **Oral Presentations**

**Kevin Dungey**

Overall quality of the class: 4.88

### Summary:

Students felt that the best aspect of this course was the instructor, who was described as a charismatic leader who created a comfortable atmosphere that encouraged students to speak in public. Students had few issues with the course, although some students thought the class periods ran too long which could make them feel boring. Suggestions for improvement included adding more emphasis on showing students how to improve their speaking skills and delivery. Prospective students should know that the course required them to speak in front of the class each week and it helped those who had a fear of public speaking.

### **EN.661.150.03**

#### **Oral Presentations**

**Julie Reiser**

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Overall quality of the class: 4.58

### Summary:

Students praised this course for giving them experience on delivering presentations and for having an instructor who was “excellent and funny.” Students’ issues with the course included finding the course had too much weekly work for students to complete. Suggestions for improvement included a desire from some students that the course have fewer speeches and focus more on educating students on how to give addresses. Prospective students should know that the course required an investment of time and attention from students.

### **EN.661.150.04**

#### **Oral Presentations**

**Jason Heiserman**

Overall quality of the class: 4.55

### Summary:

Students praised this course for its small class size and for being a low-stress environment for practicing oral skills. Complaints for the class were few, although some students wished for additional opportunities to practice their presentation skills. Suggestions for improvement included a desire that the course provide additional guidance on how assignments would be graded. Prospective students should know that the course presented useful life skills and was geared toward both experienced and novice public speakers.

### **EN.661.150.05**

#### **Oral Presentations**

**Pamela Sheff**

Overall quality of the class: 4.77

### Summary:

Students praised this course for providing a safe environment for students to improve their ability to give presentations. Students found they had few issues with the course, but some disliked that the course met only once a week for three hours. Suggestions for improvement included a desire for additional feedback from the instructor on ways for students to improve. Prospective students should know that the course was useful and good for students who wished to improve their public-speaking skills.

### **EN.661.150.06**

#### **Oral Presentations**

**Charlotte O’Donnell**

Overall quality of the class: 4.44

This class had 5 or fewer comments.

### **EN.661.150.07-08**

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### Oral Presentations

**Andrew Kulanko**

Overall quality of the class: 4.60

#### Summary:

Students praised this course for making students more comfortable when giving a variety of presentations. Students had few issues with the course, although some students thought the course lasted too long and the workload was too heavy. Suggestions for improvement included a desire for more opportunities for students to practice what they had learned and gain feedback from the instructor. Prospective students should know that the course allowed students to get over or learn to handle their anxiety about public speaking.

### EN.661.151.01

#### Oral Presentations for ESL

**Laura Davis**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

### EN.661.361.01

#### Corporate Communications and P.R.

**Pamela Sheff**

Overall quality of the class: 4.67

#### Summary:

Students felt this course gave them the ability to apply public relations and communications skills in real-life situations. Some students wished the course gave more guidance and instructions for assignments, however, and some students suggested utilizing guest speakers more effectively. For example, some students wished for guest speakers who could speak on internal communication in large organizations, rather than just external communications. Another student wished the number of speakers had either been reduced or spread out across the semester. Prospective students should know that to be successful in the course, students had to be engaged in class and willing to both speak up in class as well as stay up to date on current events.

### EN.661.610.01

#### Research Writing for ESL

**Denise Link-Farajali**

Overall quality of the class: 4.42

#### Summary:

Students praised this course for providing “practical skills to improve writing” and for offering individual feedback to students on ways they could become better writers. Students’ issues with the course were few, although some disliked the length of the scheduled class time, so they suggested having the class meet twice weekly for shorter periods. Others asked for more information for students taking the

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course either by providing electronic handouts or additional homework assignments. Prospective students should know that the course required a good grasp of English and that students were expected to work on a research paper for the course.

### **EN.661.611.01**

#### **Professional Communication for ESL**

**Laura Davis**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **EN.661.613.01**

#### **Professional Communication for ESL: Financial Math**

**Denise Link-Farajali**

Overall quality of the class: 3.81

This class had 5 or fewer comments.

### **EN.661.710.01**

#### **Dissertation Writing Workshop**

**Julie Reiser**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

### **EN.663.645.01**

#### **Improving Presentation Skills for Scientists and Engineers**

**Julie Reiser**

Overall quality of the class: 3.50

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
PSYCHOLOGICAL AND BRAIN SCIENCES DEPARTMENT**

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

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

**AS.200.101.01  
Introduction to Psychology  
Stephen Drigotas**

Overall quality of the class: 4.01

Summary:

The best aspects of this course included the lack of homework and the interesting variety of topics covered in the lecture. Due to the class’ massive size, students believed that it was impossible to respond to the topics discussed, and that this could make the lectures long and somewhat tedious. Suggestions for improvement included providing the lecture notes online to help students prepare for the exams. Students also wanted smaller class sizes to increase interactivity and add interest to the lectures. Prospective students should be aware that the exams cover information exclusive to the lectures, so attendance is mandatory.

**AS.200.132.01  
Introduction to Developmental Psychology  
Lisa Feigenson**

Overall quality of the class: 4.56

Summary:

The best aspects of this class included the professor’s obvious passion and interest in her field, which she used to make the lectures informative, engaging, and focused. Students loved the materials covered in the course and thought that the information was presented in a helpful and easy way. Some students found the writing assignments and exams to be somewhat difficult. Suggestions for improvement included providing more detailed instructions on what was expected for the essays, and posting the lectures online so that students could use that information to study more effectively. Prospective students should attend every lecture and keep up with the reading to ensure that they get the most out of the course.

**AS.200.141.01  
Foundations of Brain, Behavior, and Cognition**

## PSYCHOLOGICAL AND BRAIN SCIENCES

### **Linda Gorman**

Overall quality of the class: 4.20

#### Summary:

Students thought that the best aspects of this course included the ready availability of the materials online, as well as the professor's ability to keep the lectures interesting and engaging. Students especially liked the multimedia aspect of the study materials, especially the recordings on Panapto. Many students thought that the amount of material they had to know for each exam was excessive, and that at times the professor spoke too quickly to take effective notes. Suggestions for improvement included adding another class period each week so that the material could be spread out over the week. Students also wanted review sheets or some sort of discussion to ensure that they understood the key concepts and materials. Any prospective students should be prepared to learn a lot of information in a short period of time, and to take notes during the lecture. Attendance is key, and although the materials can be difficult, the challenge is ultimately rewarding.

### **AS.200.204.01-02**

#### **Human Sexuality**

**Ann Jarema, Chris Kraft**

Overall quality of the class: 4.59

#### Summary:

The best aspects of this course included the interesting materials used in class, as well as the highly engaging professor. Students enjoyed the videos and felt that the relaxed atmosphere made it more comfortable for people to speak up in discussions. Many people thought that the lecture was a bit long, and that some of the topics were discussed without much depth. Suggestions for improvement included updating some of the materials to include new studies and articles. Students also wanted a brief break in the middle of class. Any prospective students should know that this is a basic introductory course, but that the work load is light and the testing is fairly lenient.

### **AS.200.207.01-05**

#### **Research Methods in Experimental Psychology**

**Howard Egeth**

Overall quality of the class: 2.85

#### Summary:

Students found that the best aspect of this course was learning how to write a scientific paper. Many students felt that the work was overwhelming, and that grading standards varied through the different sections. Students believed the lectures were long and ineffective, and that the timeline of the assignments was too rapid. Suggestions for improvement included focusing the course on designing research and performing an actual experiment. Students also thought that smaller class lectures would allow for discussions and more interactive and interesting sessions. Prospective students are warned that this course requires a lot of work and that having a strong background in statistics is a must.

### **AS.200.212.01**

#### **Abnormal Psychology**

## PSYCHOLOGICAL AND BRAIN SCIENCES

### **Aaron Noonberg**

Overall quality of the class: 4.04

#### Summary:

Students believed the best aspects of this course included the materials and topics covered. Many students found the lectures to be interesting, if a bit long. Many students found that the professor spoke too quickly, and that lectures could drag on. Suggestions for improvement included breaking the class into smaller discussion-based classes to add interactivity and boost student participation. Students also wanted more specific notes on the PowerPoint slides and updated tests with new questions. Prospective students should be prepared to pay attention and take notes during the lecture, and to read the book before taking the exams.

### **AS.200.222.01**

#### **Positive Psychology**

##### **Justin Halberda**

Overall quality of the class: 4.73

#### Summary:

Students found that the energy and enthusiasm of the group, as well as the close-knit feeling of the class were the best aspects of this course. They believed the information was relevant to their lives and that they would be able to implement the techniques and ideas from the class during times under duress and stress. Many students felt that the final project was confusing and disorganized, and that the readings were often unnecessary or unrelated to what was being discussed in class. Suggestions for improvement include adding more structure to the assignments and assigning fewer, more meaningful readings throughout the semester. Prospective students are highly recommended to take this class as early as possible in their academic careers in order to help them learn how to deal with stressors in their everyday lives.

### **AS.200.308.01**

#### **Neurobiology of Learning and Memory**

##### **Michael Yassa**

Overall quality of the class: 4.72

#### Summary:

Students thought that the best aspects of the course included the cutting-edge materials discussed in class, as well as the professional experience of the professor. Students loved the information they learned, and enjoyed finding out about theories still speculative and still under research. Some students found the daily quizzes to be a bit much, and suggested cutting the quizzes back to every other day to lighten the workload. Prospective students should attend each lecture and know that although there is a fair amount of work, it is almost always interesting and stimulating.

### **AS.200.309.01**

#### **Evolutionary Mechanisms of Human Behavior**

##### **Herbert Petri**

## PSYCHOLOGICAL AND BRAIN SCIENCES

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the interesting lecture topics and materials covered in the class. Several students thought that the lectures could drag a bit, and others thought that this was more fringe science than a full science course. Suggestions for improvement included splitting the class in two to create shorter sessions, and providing more instructions for the final papers. Prospective students should be prepared to keep up with the reading and be comfortable presenting a paper at the end of the semester.

### **AS.200.310.01**

#### **Neural Basis of Cognitive Control**

**Susan Courtney-Farquee**

Overall quality of the class: 3.90

Summary:

Students thought that the best aspect of this course was the direct application of the ideas and skills taught in the lecture. They liked knowing exactly what the final project entailed and believed that the entire class was well organized. However, some students believed that there were not enough graded assignments, and that the student presentations went on too long. Suggestions for improvement included getting the professor to lecture for more of the class, and making participation a bigger percentage of the grading system in order to get more feedback on the presentations. Prospective students should prepare for an in-depth but enjoyable final project and be able to present their work in front of the class.

### **AS.200.316.01**

#### **Thought and Perception**

**Jonathan Flombaum, Steven Gross**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the lively debates between the two professors. Students liked hearing the arguments and reasons that each professor presented because it made the class discussions engaging and entertaining. Some students found the arguments difficult to follow and that the readings were overly detailed. Suggestions for improvement included shortening the readings, and providing short lectures before a debate to ensure that all students had the information they needed to follow the arguments. Prospective students should be prepared for a reading intensive but refreshingly challenging course.

### **AS.200.326.01**

#### **Law, Psychology, and Public Policy**

**Paul Hofer**

Overall quality of the class: 4.33

Summary:

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Students found that the best aspects of this course included the engaging professor and the interesting course materials. Students found the concepts discussed to be challenging but intriguing, and enjoyed discussing their opinions in the small class size. Many students were confused by the grading policy and others felt that there was little motivation to read the assignments before class. Suggestions for improvement included having the class twice a week to boost student participation, and having a clear outline of expectations for the graded assignments. Prospective students should start the final paper early and prepare for each class by completing the reading assignments.

### **AS.200.328.01**

#### **Theory & Methods in Clinical Psychology**

**David Edwin**

Overall quality of the class: 4.32

#### Summary:

Students believed that the professor was the best aspect of this course, as he kept students engaged and made the lectures very interesting. Students found the workload to be reasonable and the course very well structured. The only complaint was that the lectures were long, and that the course should be taught twice a week. Students also suggested to add breaks to the class and to make the class more interactive to boost student participation. Prospective students should know that although the course work is relatively light, it is important that they stay on top of the papers.

### **AS.200.333.01**

#### **Advanced Social Psychology**

**Stephen Drigotas**

Overall quality of the class: 4.00

#### Summary:

Students found that the readings and the class discussions about the materials to be the best aspects of the course. Students enjoyed learning how to think critically and analyze big concepts. However, students disliked the lack of feedback and the limited grading opportunities. They suggested that the professor provide the discussion questions before the actual lecture so that students would have time to prepare a response. Students also wanted feedback built into the process of the final paper, either with the professor or with peers. Prospective students must come to class prepared to discuss the reading and actively participate.

### **AS.200.344.01**

#### **Behavioral Endocrinology**

**Gregory Ball, Farrah Madison**

Overall quality of the class: 3.86

#### Summary:

Students found that the best aspects of this course included the highly engaging professors and the interesting course materials covered. Students found the lectures to be interesting, if a little too fast, but thought that the readings were too long. The PowerPoint slides for the lectures were also a bit bare, and that the exams were very detail-oriented. Suggestions for improvement included assigning shorter

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reading assignments, providing recordings of the lectures, and creating detailed review sheets or sessions to better prepare for exams. Prospective students should be prepared for a reading intensive course with challenging but interesting subject matter.

### **AS.200.359.01**

#### **The Psychology of Financial Crisis**

**Lawrence Raifman**

Overall quality of the class: 4.12

#### Summary:

Students thought that the best aspect of this course was the professor, who was engaging and made the lectures more interactive. Students found the materials he discussed to be fascinating and thought that the variety of materials used in the lessons helped them get a firm grasp of the concepts. Several students noted that the professor was often disorganized, and that they had little to no direction in what to study for the exams. Suggestions for improvement included creating an outline for each lecture that could later be used when reviewing for the exam. An interest in or basic understanding of economics would be extremely helpful for prospective students. They should be prepared to complete a lot of challenging but interesting work.

### **AS.200.363.01**

#### **Mind, Brain, & Experience**

**Marina Bedny**

Overall quality of the class: 3.63

#### Summary:

Students found the topics covered in this class to be very interesting. The amount of reading to be completed each week seemed excessive to many students, especially since they were required to write a response paper. Students also found it difficult to improve their writing because they never received feedback, even after asking the professor directly. Suggestions for improvement included cutting the reading back to one journal a week. Students also wanted feedback on how to improve their writing. Prospective students should be prepared for a work-intensive, but interesting class.

### **AS.200.401.01**

#### **Careers in Psychology – Freshman**

**Justin Halberda**

Overall quality of the class: 4.00

#### Summary:

Students found the variety of speakers and topics discussed were the best aspects of this course. They enjoyed hearing about the different careers, and believed that they gained a lot of insight into what possible fields they might pursue. Some students felt that the course was a little disorganized, and that there needed to be more variety in the guest speakers. Suggestions for improvement included finding guest lecturers from around the Baltimore-DC area, possibly with student input to gear the lectures towards careers they were considering. Prospective students need to know that attendance is

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mandatory, and that each lecture is a new and unique experience that depends on who the guest lecturer is that night.

### **AS.200.402.01**

#### **Careers in Psychology – Sophomore**

**Justin Halberda**

Overall quality of the class: 3.54

#### Summary:

Students loved hearing about the real-world experiences of the guests. They found the lectures to be engaging and helpful in determining their own career paths. Some students thought that there were not as many lecturers as there could have been, and that there could have been more variety in the speakers who came. Students also felt the course was disorganized since there were so many cancellations. Suggestions for improvement included getting more speakers to come in from outside of Johns Hopkins, and to increase the number of sessions. Prospective students should know that there is very little work required, and that the course can provide valuable insight into potential career paths.

### **AS.200.403.01**

#### **Careers in Psychology – Junior**

**Justin Halberda**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

### **AS.200.404.01**

#### **Careers in Psychology – Senior**

**Justin Halberda**

Overall quality of the class: 4.20

#### Summary:

Students found that the best aspects of this course included the light workload that was focused on directing students' career paths, and the many guest lecturers who came to speak. They found these lectures to be interesting and extremely helpful, as they were able to ask questions and network with future peers in their fields. However, the course was slightly disorganized, and many students wished there had been more speakers. Suggestions for improvement included bringing more guest lectures in to speak, and choosing lecturers from a wider variety of specialties and areas. Prospective students should know that this is an excellent networking opportunity and a course that will help them prepare for pursuing their careers after college.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
PUBLIC HEALTH STUDIES DEPARTMENT**

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

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

**AS.280.100.01  
Public Health in Film and Media  
Mieka Smart**

Overall quality of the class: 4.42

Summary:

Students praised this course for having interesting films and for presenting a host of engaging guest speakers. Some students thought the more than two-hour long class felt long and it could be hard to maintain interest for such period. Suggestions for improvement included cutting down the duration of the class and allowing students to have more group discussions or other opportunities to reflect on the movies and guest speakers they experienced. Prospective students should know that students described the course as having a reasonable workload and that it was a thought-provoking course. Students found having an open mind was a requirement for the course.

**AS.280.220.01-02  
Baltimore and the Wire: A focus on major urban issues  
Peter Beilenson**

Overall quality of the class: 4.68

Summary:

Students broadly praised this class for using the television show, *The Wire*, to discuss ongoing issues in Baltimore. Students particularly praised the course for involving a variety of exceptional guest speakers. Issues with the course varied with some students finding some of the lecturers to be underwhelming while others found some of the concepts often seemed to be repeated. Suggestions for improvement included slimming down the size of the class to allow for more group discussion, as well as a desire to see the television show incorporated more thoroughly into the class. Prospective students should know that the course covered a variety of topics and prior knowledge of the television show was helpful for success in the course.

**AS.280.335.01  
The Environment and Your Health**

## PUBLIC HEALTH STUDIES

### **Michael Trush**

Overall quality of the class: 3.34

#### Summary:

Students thought that the best aspects of this course included the guest lecturers who had interesting topics that applied to students' everyday lives. Many students thought that the exams were very difficult and that the grading was unclear. Students also found that the lecture section was too large, and suggested breaking it into smaller groups to encourage discussions. Students also suggested improving the exams with more materials from the readings as well as the lectures. Prospective students should be aware that most of the coursework is memorization, and that to do well they will need to attend the lectures and complete the online quizzes each week.

### **AS.280.345.01-08**

#### **Public Health Biostatistics**

**Margaret Taub, Scott Zeger**

Overall quality of the class: 3.98

#### Summary:

The best aspects of this course included the professors who actively engaged students and kept the lectures interesting through discussions and interactive activities like clicker buttons. Students also appreciated how the professors were very willing to meet and answer any questions. Students did find that some of the quizzes could be confusing, however, and that watching and listening to media before class was time consuming and often not applicable to the day's lecture. Students also thought that the course was disorganized and that at times the material was very repetitive. Suggestions for improvement included providing more guidance on the projects, and including more R Studio programming. Students also wanted more streamlined PowerPoint slides, and believed that multiple smaller projects would be more effective than one large final project. Prospective students would find a background in statistics useful and that reviewing the outside materials would help them prepare for each class.

### **AS.280.346.01**

#### **Advanced Biostatistics Laboratory**

**Margaret Taub, Scott Zeger**

Overall quality of the class: 3.82

#### Summary:

Students thought that the best aspects of this course included the introduction to R Studio software, and the assignments that were applicable to other research situations. Students with little to no experience with computer languages found that learning some of the program functions was very difficult and could have been explained in more depth. Students suggested providing more extensive instructions on how to code and believed that the whole course could have used additional guidance. Prospective students will find that having experience in coding will be extremely helpful and that the professor is always willing to help anyone who asks.

### **AS.280.350.01-03**

## **PUBLIC HEALTH STUDIES**

### **Fundamentals of Epidemiology** **Allyn Arnold, Darcy Phelan-Emrick**

Overall quality of the class: 4.26

#### Summary:

Students found that the best aspects of this course included the interesting subject matter and the enthusiasm of the professor. The professor was very willing to meet with students outside of class. Students also liked the guest lecturers who came to speak. Many students believed that the exams were somewhat difficult and subjective and that having only two exams affected their grades. Students also thought that the lectures could get a bit long and suggested scheduling breaks and shorter discussion sections. Students also suggested increasing the number of questions on the tests, making them multiple choice and scheduling an additional exam to help improve grades. Prospective students should know that the workload is reasonable and that the professor is very willing to meet with them to help them succeed.

### **AS.280.399.01-02** **Community Based Learning – Practicum Community Health** **Lenn Bone, James Goodyear**

Overall quality of the class: 4.15

#### Summary:

The best aspects of this course included gaining valuable experience through hands-on activities within and around the community. Students loved the guest lecturers and felt that the work they performed was highly satisfying. Some students did believe the course was a bit disorganized and disliked that it was a huge time commitment. Students also found that the reading and writing assignments were never fully discussed because there was never enough time. Students also found that a large chunk of their time was caught up in commuting to the worksite, so they suggested that community centers closer to Hopkins would have been a more efficient use of their time. Suggestions for improvement included meeting more than once a week to allow ample time to discuss the materials. Students also wanted more specific guidelines on what was expected for the assignments. Prospective students should be willing to commit a great deal of time. The course is highly recommended for anyone with an interest in urban health, community service and Baltimore.

### **AS.280.406.01** **U.S. Military Policy and Public Health: The Consequences of Conflict** **Remington Nevin**

Overall quality of the class: 4.64

#### Summary:

Students praised this course for having an important topic and a passionate instructor. Some students thought the requirement for both a final exam and a final paper was unnecessary and that it would have been better to allow students to focus their efforts on one or the other. Suggestions for improvement included giving students who are unfamiliar with the military a brief overview of the armed forces and other key terms. Prospective students should know that most students highly recommended the course however they thought some background in Public Health was helpful.

## **PUBLIC HEALTH STUDIES**

### **AS.280.407.01**

#### **Public Health and Disasters**

**Nicole Errett**

Overall quality of the class: 4.67

#### Summary:

Students broadly applauded this course as having an interesting subject and an “enthusiastic” and “passionate” instructor who presented information in a variety of ways. One student complained that points were lost on an assignment for aspects that weren’t included in the assignment’s guidelines, while another student said grading felt strict. Suggestions for improvement included requesting less reading for the course. Prospective students should know that students found it important to keep up with the assigned reading and that the course emphasized classroom participation.

### **AS.280.408.01**

#### **Youth Violence Prevention: A Public Health Approach**

**Jessika Bottiani**

Overall quality of the class: 4.65

#### Summary:

Students praised this course’s instructor for creating an interesting and engaging course on an interesting topic. Some students felt there were too many papers and modules due too close to one another. Suggestions for improvement included a desire for more group discussion and for those discussions to be more carefully moderated. Prospective students should know that students found the class required active participation and while it discussed sensitive topics it presented them in a professional manner.

### **AS.280.409.01**

#### **Health Systems Challenges from Chronic Diseases in Low and Middle Income**

**Mariana Socal**

Overall quality of the class: 4.38

#### Summary:

Students broadly praised this course and said the professor was extremely knowledgeable and the course synthesized knowledge they had gained from other courses. Some students thought the course had a bad tendency of running over its allotted time while others found that the required readings weren’t integrated into the class. Suggestions for improvement included adding additional structure to the class sessions so that students had more detailed instructions for assignments. Prospective students should know that students found the course involved quite a bit of work and a background in public health was necessary.

### **AS.280.410.01**

#### **Disease Detectives and the History of Epidemiology**

**Amelia Buttress**

## **PUBLIC HEALTH STUDIES**

Overall quality of the class: 4.71

### **Summary:**

Students broadly praised the course as enlightening and the professor as very passionate and motivating. Students had few complaints though some felt the required readings were too long or weren't particularly helpful. Suggestions for improvement included trimming down the course's readings and providing students more guidelines for the course's final exam. Prospective students should know that students found the course's workload fair but advised participation and engagement in the class were necessary.

### **AS.280.495.01**

#### **Honors in Public Health - Seminar**

**Kelly Gebo, Jennifer Schrack**

Overall quality of the class: 4.58

### **Summary:**

Students praised this course's two instructors for being willing to provide individual feedback to students and working with them as they completed their assignments. Some students thought the course was a big commitment and swallowed up a good amount of time. Suggestions for improvement included a desire for even more feedback on how their assignments went. Some students also expressed interest in professional development workshops focused on skills such as how to give presentations and public speaking. Prospective students should know that students thought the course was for self-starting independent students who knew how to manage their time.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
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**

**Rina Agarwala, Stephen Plank**

Overall quality of the class: 3.69

Summary:

Students thought that the best aspects of this course were the engaging professor and the interesting topics. They believed that they got a very thorough introduction to Sociology and were usually engaged in the lectures. Many students felt the tests were graded too harshly and that the grading was subjective. Other students found that one of the professors read completely off of his slides and failed to inspire any interest in the subject. Students also noted that the TAs would make or break the class. Suggestions for improvement included creating a new grading system that solely tested the student’s comprehension of the material, including using a rubric. They also wanted the professors to provide study guides before the exams. Prospective students should be prepared for a typical introductory-level course but be warned that the grading can be a bit harsh. They should keep up with the reading and take good notes for each lecture.

**AS.230.127.01**

**Freshman Seminar: Social Interaction**

**Timothy Nelson**

Overall quality of the class: 3.71

Summary:

The best aspects of this course included the small class size that allowed for group discussions of the materials. They found the lectures to be very interesting, and the professor to be engaging and knowledgeable. Several students thought that the course did not fully utilize the small class size, and that the lectures sometimes felt like they were simply read off of the PowerPoint slides. Some student also believed that the readings were tedious and unnecessary, so they suggested shortening the readings to focus on key concepts in the text. Other recommendations included adding group activities to boost interactivity, and to engage in sociology experiments outside of the classroom environment. Prospective students should be prepared for a relaxed class setting and a steady reading list that should

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be completed before each class. It is a good introductory-level course that provides students with some basic Sociology concepts and a look into the field.

### **AS.230.150.01**

#### **Issues in International Development**

**Rina Agarwala**

Overall quality of the class: 4.38

#### Summary:

Students thought that the best aspects of this course included the professor and the information covered over the semester. Many students found the course to be well organized and easy to follow, and that the professor did a good job engaging the students in class discussions. Many students thought the single class each week was too long and that the reading list was often very heavy. Suggestions for improvement included having the class twice a week to break up the reading load and encourage more consistent participation. Prospective students should be prepared to read extensively before class each week. Students should attend each lecture and take detailed notes to help them prepare for exams.

### **AS.230.175.01**

#### **Chinese Revolutions**

**Huei-Ying Kuo**

Overall quality of the class: 3.87

#### Summary:

The best aspects of this course included the professor being very passionate about a subject than most students found to be very interesting. Students liked getting the overview of Chinese history over the decades and thought that they came away from the course with a comprehensive understanding of the events that took place. Students often found that some lectures derailed from the main topic and fell into details that were not ultimately on the exams. Students suggested improvements such as review guides that listed important facts, and decreasing the number of readings, or shortening the selections. Students also would have liked a more interactive environment with more group discussions and activities. Prospective students should be prepared to read extensively and study hard to get fully immersed in the materials. The course is suggested for anyone who has an interest in Chinese history.

### **AS.230.205.01-02**

#### **Introduction to Social Statistics**

**Daniel Pasciuti**

Overall quality of the class: 3.90

#### Summary:

Students found that the best aspect of this course was the professor, who was both very engaging and understood that the material was difficult for many students. Students found the assignments and textbook to be very straightforward, and that the course was an excellent introduction to how statistics are used by sociologists. However, many students found that the sections of this course were unhelpful, as they could not get their questions answered and some of the topics were glossed over without being addressed or explained. Suggestions for improvement included slowing the lecture down and explaining

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concepts in detail to make the materials more accessible to students. Prospective students should be prepared for a challenging but useful course that has a somewhat heavy workload. Students are advised that although the topics can be difficult, the information is very relevant to the social sciences.

### **AS.230.208.01**

#### **Introduction to Race and Ethnicity**

**Katrina McDonald**

Overall quality of the class: 3.74

#### Summary:

Students thought that the best aspects of this course included the interesting class discussions and the selection of movies assigned outside of the classroom. Students liked the professor, but found that she often went off-topic and was highly disorganized. Suggestions for improvement included creating a structured schedule that detailed the information that was covered in each class. Students also wanted longer and more detailed discussions about the materials, with fewer movies. Prospective students should be prepared to read and write each week and to participate in class discussions.

### **AS.230.213.01**

#### **Social Theory**

**Joel Andreas**

Overall quality of the class: 3.92

#### Summary:

Students found that the best aspects of this course included the professor and the interesting topics discussed over the semester. There were good class discussions, although several students believed that the class size was too big for effective discussions. Students also thought that the workload could also get a bit excessive, and that grading could be harsh. Suggestions for improvement included shrinking class sizes to increase class participation during discussions. Students also wanted the assignments more spaced out, and the reading assignments shortened. Prospective students are advised that they will need to read and write extensively each week. Students should be very interested in sociology.

### **AS.230.225.01**

#### **Population, Health, and Development**

**Stanley Becker**

Overall quality of the class: 3.52

#### Summary:

Students found that the debates were the best aspects of this course. The lecture topics were interesting and the professor was very knowledgeable. Students found that many of the homework assignments were tedious and harshly graded. Students believed that many of the group projects were too long, and that the entire course seemed unorganized. Suggestions for improvement included changing the way the homework assignments were graded, and cutting down on the number of group projects in order to spend more time on the lectures. Prospective students should be prepared for a lot of work outside of the classroom, and to stay on top of the reading assignments.

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### **AS.230.265.01-02**

#### **Research Tools and Technologies for the Social Sciences**

**Sahan Savas Karatasli**

Overall quality of the class: 3.93

#### Summary:

Students believed that the best aspects of this course included learning how to operate useful computer programs and learning lots of practical knowledge. Students thought that they had a good understanding of the programs by the time the semester was over. Most students thought that the homework assignments were excessive and unclear. Suggestions for improvement included scheduling an additional class each week to cover more materials and providing more detailed instructions for the different assignments. Prospective students should be prepared for a heavy workload outside of the classroom. Students should feel comfortable with computer programming and have some working knowledge of statistics.

### **AS.230.304.01**

#### **Social Organization and Social Control in Schools**

**Stephen Plank**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **AS.230.321.01**

#### **Revolution, Reform and the Social Inequality of China**

**Joel Andreas**

Overall quality of the class: 4.27

#### Summary:

Students praised this course for its interesting subject and great readings as well as the instructor who “knew what he was teaching inside [and] out.” Some students thought the instructor’s strict policy of forbidding laptops in class wasn’t helpful. Other students found the lectures could sometimes become repetitive or confusing. Suggestions for improvement varied with some students asking for increased guidance of class discussions while others felt the amount of assigned reading should be decreased. Prospective students should know that there were weekly writing assignments and that the reading assignments were important and shouldn’t be skipped.

### **AS.230.341.01-06**

#### **Medical Sociology**

**Emily Agree**

Overall quality of the class: 4.13

#### Summary:

## SOCIOLOGY

Students praised the course for covering an interesting topic with one student saying, “it provided a fairly comprehensive overview of the sociology associated with the medical field.” Students found the course’s topic to be compelling. Some students found the class’ length of two hours to be excessive and made it difficult to pay attention. Suggested improvements included providing clear guidelines for projects and other assignments. Prospective students should know the course was far from an “easy A” and required students to “think critically, especially in regard to the final paper.”

### **AS.230.343.01**

#### **Political Sociology of Latin America**

**Magda von der Heydt-Coca**

Overall quality of the class: 4.36

#### Summary:

Students praised this course saying it was very informative and “shed new light on the connection between the social environment of Latin American countries and their economic situations.” Students also praised the professor for “challenging students in the best possible way.” Some students said they found it difficult to follow the instructor’s lecture as she sometimes struggled with the English language. Multiple students also found that the instructor’s criticism was harsh rather than constructive. Suggested improvements included adding a teaching assistant to the course to aid the instructor and assist with technical trouble. Prospective students should know students found the class involved a fair amount of economics, however prior knowledge of the field was not required. Multiple students also found the professor open to and willing to take questions from students and offer feedback.

### **AS.230.353.01**

#### **Global Social Change**

**Ho-Fung Hung**

Overall quality of the class: 3.38

#### Summary:

Students praised the interesting material this course covered and enjoyed the fact assignments and exams could be taken home for completion. Many students had difficulty understanding the instructor’s accent, while others complained that a lack of feedback on written assignments made it difficult to know how to improve in the course. Suggestions for improvement varied with some desiring more feedback on graded assignments. Others wished for further engagement in classes either by allowing question and answer sessions or having class discussions. Prospective students should know that students found the class a good choice if one was interested in subjects such as globalization, political science, and economics.

### **AS.230.361.01**

#### **Class and Culture**

**Timothy Nelson**

Overall quality of the class: 4.44

#### Summary:

## SOCIOLOGY

Students praised this class for offering a unique perspective on modern life. Some students thought the class was more writing intensive than they expected. Other students lamented that despite the class' small size, the class didn't include enough class discussion on topics. Suggestions for improvement included adding more interactivity to the class either by increasing the amount of class discussions or by focusing less on theories and more on actual examples or class activities. Prospective students should know that students found it to be an "amazing" course that taught students about themselves and society.

### **AS.230.391.01**

#### **Theories of International Development**

**Michael Levien**

Overall quality of the class: 4.85

#### Summary:

Students praised this course for having a "hilarious" and "engaging" professor. Students similarly praised the course's subject and format for being interesting. Some students found that the class was too long and that class discussions were long and dull. Suggestions for improvement included slashing the course's reading requirement and splitting the class into shorter chunks spread over the week. Prospective students should have some background in development theories and world politics.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
THEATER ARTS AND STUDIES DEPARTMENT**

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

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

**AS.225.301.01-02  
Acting & Directing Workshop I  
John Astin**

Overall quality of the class: 4.13

Summary:

Students loved the small class sizes and the professor’s professional experience and advice. They found the acting sessions to be enjoyable and the criticism they received constructive. Many students found that the reading assignments did not relate to what they discussed in class and believed that the time would have been better spent rehearsing scenes. Students suggested that putting less emphasis on the homework and spending more time acting during class would be most helpful. They also thought that the professor could make the course a little more organized by creating and sticking to a schedule. Prospective students should know that although the workload is light, they will get the most out of the class if they participate, ask questions and dedicate time to implementing the acting techniques they learn in class.

**AS.225.304.01  
Acting for Musical Theater  
Margaret Denithorne**

Overall quality of the class: 4.45

Summary:

Students found this course to be energizing and fun. They liked the professor and thought that they got to know their peers well, due to the small class size. Some students found that they wanted more time in the class and that coordinating around various schedules was very difficult. Suggestions for improvement included creating a schedule that included assignment due dates. Students also wanted additional acting and vocal coaching throughout the semester to fill in the times that the rehearsal times slowed. Prospective students do not need acting or vocal experience to get the most out of this course while having a lot of fun.

**AS.225.307.01**

## THEATER ARTS AND STUDIES

### **Directing Seminar**

**John Astin, James Glossman**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

### **AS.225.310.01**

**Stagecraft**

**William Roche**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

### **AS.225.314.01**

**Theater: Technical Direction**

**John Astin, William Roche**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

### **AS.225.332.01**

**Acting and Directing Workshop IV**

**John Astin**

Overall quality of the class: 4.50

#### Summary:

Students loved the small class size, which allowed for a dynamic and familiar atmosphere. Students found the professor to be very engaging and helpful in improving their acting skills. Students wished there had been more opportunities to act and receive feedback. Suggestions for improvement included adding more variety to the works studied and rehearsed, as well as creating more opportunities for students to get up and act. Prospective students are advised to be prepared to memorize lines, but are assured that the course is helpful and rewarding for everyone.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
WOMEN, GENDER, AND SEXUALITY DEPARTMENT**

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

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

**AS.363.201.01**

**Introduction to the Study of Women, Gender, and Sexuality**

**Katrin Pahl**

Overall quality of the class: 3.73

Summary:

Students praised this seminar-style course and described it as interesting and an illuminating look at the history of the feminist movement. Some students thought the course had excessive amounts of readings and that they could be difficult to follow. Since the class was discussion based, some students felt left out of the class discussion when they were unable to follow the course’s readings. Suggestions for improvement included multiple requests by students who wanted the class to have more focused reading assignments. Prospective students should know that students found this course to be focused on reading and discussion.

**AS.363.333.01**

**The Poetics and Politics of Sex**

**Lauren Pepitone**

Overall quality of the class: 4.33

Summary:

Students praised this course for its “round-table” format. Students felt it led to “intellectually stimulating” discussions on an “incredibly interesting” subject matter. However, some students felt that the course discussion could be sidetracked or dominated by a handful of students making the “environment intimidating.” Suggestions for improvement included a desire for a change to the course’s required readings, including fewer readings that explored more current issues. Prospective students should know that the course had a lot of reading and that it focused on in-class discussion.

**AS.363.350.01**

**Gender, Sexuality, and Religion**

**Joseph Bush**

## **WOMEN, GENDER, AND SEXUALITY**

Overall quality of the class: 4.89

### Summary:

Students broadly praised this course and its instructor for eliciting great responses and dialogue in this discussion-focused course. Some students thought the required readings required too much time to absorb. Suggestions for improvement included a desire for the instructor to take a more active role in leading and controlling the class discussion. Prospective students should know that students broadly praised this course but said students needed to have an open mind and had to contribute class discussions.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2013  
WRITING SEMINARS DEPARTMENT**

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

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

**AS.220.105.01  
Fiction/Poetry Writing I  
Michael Booe**

Overall quality of the class: 4.70

Summary:

The best aspects of this course included the open workshops and the exposure to different types of creative writing. Students found the professor to be very engaging and supporting, helping and inspiring them in the discussions. Some students found that the readings felt tacked on, and that the course was rather basic. Suggestions for improvement included a desire for more one-on-one time with the professor to evaluate how students were doing in the class, as well as clarity about how the works were scored. Prospective students should take this class for a basic beginner’s course in creative writing, and be prepared to work on improving their creative writing skills.

**AS.220.105.02  
Fiction/Poetry Writing I  
Taylor Daynes**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

**AS.220.105.03  
Fiction/Poetry Writing I  
Cody Ernst**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the interesting reading materials, as well as the relaxed setting of the classroom discussions. However, students felt that the grading system lacked structure, and that they did not receive enough feedback on their works. Suggestions for improvements included more

## WRITING SEMINARS

workshop sessions to revise works, as well as more specific guidelines to explain what was expected for each assignment. Prospective students should be prepared to read and write often.

**AS.220.105.04**  
**Fiction/Poetry Writing I**  
**Joseph Frantz**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**AS.220.105.05**  
**Fiction/Poetry Writing I**  
**Amanda Gunn**

Overall quality of the class: 3.43

Summary:

The best aspects of this course included the open workshop sessions and the in-class discussions to analyze the readings. Some students found that the grading was confusing or feedback was lacking. Suggestions for improvement included a desire for more detailed rubrics or explanations of what was expected for the assignments. Prospective students should be prepared for a relatively heavy but enjoyable workload.

**AS.220.105.06**  
**Fiction/Poetry Writing I**  
**Taylor Koekkoek**

Overall quality of the class: 4.80

Summary:

The best aspects of this course included the peer review sessions and the feedback provided by the professor. Students found the small class size especially helpful for getting familiar with the professor and their fellow students. However, many students were unsure of their grades, and wanted more freedom in choosing their writing topics. Suggestions for improvement included increasing the number of writing assignments, as well as providing a more concise list of what each assignment requires for grading purposes. Prospective students should have an interest in creative writing, and should expect a relatively low workload for a writing course.

**AS.220.105.07**  
**Fiction/Poetry Writing I**  
**Molly Lynch**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the small class sizes that allowed students to get to know their peers and the professor. Students found the workshops and discussions very helpful when revising their

## WRITING SEMINARS

works, and thought the professor provided good feedback. However, some students felt the grading policies were unclear or subjective. Suggestions for improvement included having a rubric or specific set of guidelines to explain the grading system would be very helpful. Prospective students should be prepared to read and write a fair amount each week, and to be engaged in the course discussions to get the most out of the writing workshops.

**AS.220.105.08; 12**  
**Fiction/Poetry Writing I**  
**Songmuang Greer**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the very fair grading and the many opportunities to receive feedback. Students found the assignments to be quick, although plentiful. However, some students felt the schedule was a bit rushed, and that grading was sometimes subjective. Suggestions for improvement include the inclusion of a grading rubric, as well as a more chances to peer review assignments. Several students also wanted the discussions to be more interactive and wanted more ways to participate in class. Prospective students should be prepared to complete a writing assignment each week, and be sure to show up and participate in each class discussion.

**AS.220.105.09; 13**  
**Fiction/Poetry Writing I**  
**Gwen Kirby**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included the broad overview that provided a good introduction to writing fiction and poetry. Students also found the workshops informative and the feedback very helpful for their revisions. Suggestions for improvement included the desire to have workshops before a work was due to receive advice on how to revise their works. Students also wanted some additional literary examples and advice to help them see how they could improve their writing. Prospective students should be interested in learning more about creative writing in general, and be willing to put in time and effort to complete the assignments.

**AS.220.105.10; 14**  
**Fiction/Poetry Writing I**  
**Katherine Parr**

Overall quality of the class: 3.91

Summary:

The best aspects of this course included the small class sizes that allowed students to get to know one another and feel more comfortable during the discussions. Students especially enjoyed the opportunity to express themselves creatively. However, many students felt that the grading system was too harsh, and that the course load was excessive for a 100 level course. Suggestions for improvement included creating a more structured syllabus with clear guidelines on how works were scored. Students also

## WRITING SEMINARS

wanted more constructive criticism to help them better improve their writing skills. Prospective students should have a basic knowledge of grammar and writing, and be prepared to write often each week.

**AS.220.105.11; 15**  
**Fiction/Poetry Writing I**  
**Callie Siskel**

Overall quality of the class: 4.41

Summary:

The best aspects of this course included the interesting reading materials, as well as the open discussions where students could freely voice their opinions. Some students found the pacing of the class to be odd, with some short stories taking longer than others, and classes that skimmed over difficult writing concepts. Suggestions for improvement included boosting student participation during class, and spending more time on fewer assignments to fully edit a work. Prospective students should be willing to read and write each week, and be prepared to participate in the class discussions to get the full creative writing and critique experience.

**AS.220.105.16; 26**  
**Fiction/Poetry Writing I**  
**Joselyn Takacs**

Overall quality of the class: 4.42

Summary:

The best aspects of this course included the clearly defined expectations for each piece, which helps students understand how the grading system worked. Many students found the professor very friendly and approachable, and spoke with her outside of class to get further insight or assistance on a piece. Suggestions for improvement included having a more interactive classroom experience through livelier discussions and writing exercises, as students found that conversation could sometimes dry up. Prospective students do not need a background in creative writing, but should be prepared to write and read each week.

**AS.220.105.17**  
**Fiction/Poetry Writing I**  
**Rahul Kanakia**

Overall quality of the class: 3.83

Summary:

The best aspects of this class included the frequent workshop sessions (almost every other class), which gave students ample time to revise and edit their works. However, some students found the discussions less helpful, and felt the class was a bit disorganized at times. Suggestions for improvement included setting up a more structured class schedule to help guide discussions. Prospective students should be prepared to write often and workshop their pieces on a regular basis.

**AS.220.105.18**

## WRITING SEMINARS

### **Fiction/Poetry Writing I**

**Richard Hofmann**

Overall quality of the class: 4.60

#### Summary:

The best aspects of this course included the workshop sessions and class discussions, which students found very helpful when writing their works. Many students found the professor to be very knowledgeable and approachable when they had questions, although some felt that the feedback they received was sparse, unhelpful, or subjective. Suggestions for improvement included a faster turnaround time for papers, as well as a more definitive grading structure so students could see how they were being graded. Prospective students should love to write and be prepared to write often.

### **AS.220.105.19**

#### **Fiction/Poetry Writing I**

**Nathan McNamara**

Overall quality of the class: 4.40

#### Summary:

The best aspects of this course included the personable and helpful manner of the professor, who truly wanted to help his students improve their writing skills. Students felt that the readings for the class were very insightful, and that the workshops helped them receive feedback to use during revision. Suggestions for improvement included spending more time analyzing the pieces read for class, and changing the grading system to be less subjective and based on opinion. Prospective students should be prepared to read, write, and discuss each week, and should have an interest in creative writing.

### **AS.220.105.20**

#### **Fiction/Poetry Writing I**

**Kjerstin Kauffman**

Overall quality of the class: 4.71

#### Summary:

The best aspects of this class included the small class size, which allowed students to give and receive more individualized feedback on their works during workshops and discussions. Many students liked how much they had to write, and liked the different writing assignments. Suggestions for improvement included providing a rubric to cut down on the subjectivity of grading, and breaking the class into smaller groups to ensure that everyone's work got critiqued during workshops. Prospective students should be serious about their creative writing, and prepared to write often.

### **AS.220.105.21**

#### **Fiction/Poetry Writing I**

**John Grasser**

Overall quality of the class: 4.57

#### Summary:

## WRITING SEMINARS

The best aspects of this course included the open choice topics for writing, as well as the relaxed atmosphere of the class setting. Students found the feedback from the professor to be very helpful, and the workflow constant but doable. Suggestions for improvement include cutting back on the workshops, which students did not find as helpful as the professor's feedback. Students also felt that more time could have been spent on the readings. Prospective students should be prepared to write each week and concentrate on improving their work.

**AS.220.105.22; 31**  
**Fiction/Poetry Writing I**  
**Amy Arthur**

Overall quality of the class: 4.19

Summary:

The best aspects of this course included the active classroom atmosphere and the in-class discussions. Students also found that the materials were interesting and information. Suggestions for improvement include providing samples or detailed structure details for some of the assignments, since some of the students were unsure of the poetic forms they were supposed to use. Students also wanted a bit more flexibility in the writing prompts, with more free topics. Prospective students should be willing to commit time to reading and writing each week, and should be interested in learning to write creatively.

**AS.220.105.23; 32**  
**Fiction/Poetry Writing I**  
**Robert McDonald**

Overall quality of the class: 4.64

Summary:

The best aspects of this course included the very detailed, very helpful feedback the professor provided. Students felt that this feedback helped them improve their writing immensely. Suggestions for improvement include making the class discussions and workshops more lively, as some students felt that very few people actually participated. Other students wanted more emphasis on teaching writing techniques, which they thought also would have helped them improve. Prospective students do not need a background in creative writing to succeed in this course, but they do need to be willing to give critiques and present their own works.

**AS.220.105.24**  
**Fiction/Poetry Writing I**  
**Julia Heney**

Overall quality of the class: 4.18

Summary:

The best aspects of this class included the freedom students had when completing assignments. Students also liked the breadth of reading materials covered in the class. Suggestions for improvement include increasing the number of in-class writing exercises, as students found these to be more helpful than analyzing the reading materials. Prospective students should have some creative writing experience, and be prepared for extensive writing exercises and assignments.

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**AS.220.105.25**  
**Fiction/Poetry Writing I**  
**Daniel Stintzi**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included the professor's ability to engage the students in a subject many of them found difficult at first. Students enjoyed the writing workshops and found the discussions to be useful. However, many of the students found the materials to be older, previously taught pieces, and felt that the balance between fiction and poetry was off. Suggestions for improvement included providing new works outside of the Norton Anthology, and spending more time learning about the structure of writing. Prospective students be prepared to read and write every week, and to participate in class discussions to get the most out of class.

**AS.220.105.27; 33**  
**Fiction/Poetry Writing I**  
**Emily Parker**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included having the chance to write creatively each week. Students liked the opportunity to work on improving their writing skills each week. However, many students felt that the course lacked substance, and that the feedback they received was not as useful as it could have been. Suggestions for improvement include providing more constructive criticism, and creating an advanced or more intensive section of the course for majors looking for a more aggressive way to improve their writing. Prospective students do not need any experience for this class, but should be prepared to present and revise their works.

**AS.220.105.34**  
**Fiction/Poetry Writing I**  
**Yi Xie**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

**AS.220.106.01-02**  
**Fiction/Poetry Writing II**  
**Alexander Creighton**

Overall quality of the class: 4.60

Summary:

Students found that the best aspects of this course included the workshops, which provided good feedback from their peers. Students all enjoyed the professor's enthusiasm and willingness to help

## WRITING SEMINARS

anyone who had difficulty with the materials. Suggestions for improvement included either lightening the reading load or committing more time to analysis, as students found that not all of the pieces they read were discussed. Students also would have liked more feedback, or chances to improve their grades, either through extra credit or revision. Prospective students should have a strong writing ability and be able to produce a fair amount of work each week.

### **AS.220.106.03; 06**

#### **Fiction/Poetry Writing II**

**Jocelyn Slovak**

Overall quality of the class: 4.47

#### Summary:

The best aspects of this course included the professor's in-depth feedback and her earnest wish for students to improve their writing. Students found that the workload was very doable, and that the workshops provided some additional feedback from peers. Students found that some of the readings were tedious, and students who were only taking the course for credit were disinterested in participating in class. Suggestions for improvement included a more straightforward grading system, as well as a lightened reading load. Prospective students should be willing to put in the time necessary to complete the readings and writing assignments each week and be sure to discuss their thoughts during class.

### **AS.220.106.04**

#### **Fiction/Poetry Writing II**

**Elizabeth Thompson**

Overall quality of the class: 4.57

#### Summary:

The best aspects of this course included the enthusiasm of the professor, who gave excellent feedback that helped students improve their writing skills. Many students found the class discussions and workshops to be engaging and informative. Most students thought that the course had an imbalance between the fiction and poetry sections. Suggestions for improvement included changing the reading list so that there are fewer or shorter fiction pieces in order to balance the workload. Prospective students should be prepared to write extensively and should feel comfortable engaging in class discussions.

### **AS.220.106.05**

#### **Fiction/Poetry Writing II**

**Matthew Morton**

Overall quality of the class: 5.00

#### Summary:

Students' favorite aspects in this course were that students thought that their writing significantly improved by the end of the semester. The professor was very willing to help with revisions and provided excellent feedback. Issues with the course included a complaint from some students that the workload was too heavy in the course. A few students found that the grading was a bit subjective, and others believed that more time could be spent analyzing poetry or longer works. Prospective students

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should be willing to work hard and put in a lot of effort and should plan for extensive reading and writing assignments each week.

### **AS.220.108.01**

#### **Introduction to Fiction & Nonfiction**

**Joanne Cavanaugh-Simpson**

Overall quality of the class: 4.67

#### Summary:

Students found the reading materials and the class discussions to be some of the best aspects of this course. The professor was very engaging and enthusiastic. Some of the students found the readings to be a bit excessive, so they suggested finding shorter or assigning fewer works to allow for more in-depth discussions during class. Students who are thinking about taking this class should be prepared to read and write extensively, but the course is recommended for anyone who wants to improve their writing skills.

### **AS.220.200.01**

#### **Introduction to Fiction**

**Glenn Blake**

Overall quality of the class: 4.18

#### Summary:

The best aspects of this course included the small class size that lead to intimate discussions of works within a workshop setting. The professor was very good in guiding discussions and keeping the class interesting. However, students actually found the workload too light, and wanted more opportunities to write and turn in their own works. Suggestions for improvement included meeting more often to increase the workshop sessions, to perhaps meeting twice a week. Students also wanted additional opportunities to write and receive feedback. Prospective students should be interested in improving their writing abilities by being receptive to criticism and participating in class.

### **AS.220.200.02**

#### **Introduction to Fiction**

**Tristan Davies**

Overall quality of the class: 4.53

#### Summary:

The best aspects of this course included the professor's very easy-going and entertaining manner, which helped class discussions stay light and inspiring. Students found the workshops to be particularly helpful, and feedback they received on their works was useful. However, some students found the grading system to be a bit confusing, and that the readings were not very helpful. Suggestions for improvement included a more specific grading system, as well as additional writing opportunities to critique and receive feedback on students' works. Prospective students are encouraged to take this class because of the easy-going atmosphere and helpful workshop sessions that provide ample opportunities for writing skill growth.

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### **AS.220.200.03**

#### **Introduction to Fiction**

**Roderic Puchner**

Overall quality of the class: 4.53

#### Summary:

The best aspects of this course included the interesting readings and the workshop sessions. Students found that the criticism they received during these sessions was very helpful when learning how to improve their skills, and found that the professor had very insightful feedback. Suggestions for improvement included breaking the session into two weekly classes, one to discuss the readings and one to discuss peer works. Students also had some confusion about how they were graded. Prospective students should expect to improve both their writing and critiquing skills, and will learn how to better incorporate feedback in their revisions.

### **AS.220.200.04**

#### **Introduction to Fiction**

**Robert Roper**

Overall quality of the class: 3.75

#### Summary:

The best aspects of this course included the breadth of reading materials, which students found to be both interesting and informative. However, many students found that the uncertain due dates and response requirements made it difficult to anticipate what the professor wanted, and when. Suggestions for improvement included guided class discussions, set due dates for papers, and more structure in the course overall. Prospective students are advised that this course has a strong emphasis on improving one's writing skills rather than caring about the grade.

### **AS.220.201.01**

#### **Introduction to Poetry**

**Steve Scafidi**

Overall quality of the class: 4.86

#### Summary:

The best aspects of this course included the professor's enthusiasm, passion, and knowledge about poetry. Students found his lectures engaging and the workshops very informative. Suggestions for improvement included changing the schedule to meeting twice a week, and perhaps building in more workshop times. Students also sometimes found the workload strenuous, so a biweekly meeting would alleviate some of the reading and writing assignments. Prospective students do not need to know anything about poetry, they just need a willingness to learn and to stay on top of reading assignments.

### **AS.220.201.02**

#### **Introduction to Poetry**

**Greg Williamson**

Overall quality of the class: 4.54

## WRITING SEMINARS

### Summary:

The best aspects of this course included the writing prompts, which students found fun and inspiring, as well as the in-class critiques, which students found very helpful for improving their craft. Many students found the professor to be very helpful when critiquing their work, and feel that their writing has benefitted immensely from this course. Suggestions for improvement included breaking the class into two weekly sessions to allow for additional workshop time and critique. Students also wanted more flexibility in the writing prompts and structures. Prospective students should be comfortable with receiving critiques, and be willing to complete a large number of poems over the semester.

### **AS.220.201.03**

#### **Introduction to Poetry**

**James Arthur**

Overall quality of the class: 5.00

### Summary:

The best aspects of this course included the very small class size, which allowed students to quickly meet and get to know their peers. This led to intense writing workshops and very helpful critiques. Suggestions for improvement included exposure to even more types of poetry, as well as a chance to meet twice a week to allow more time for workshops and reading analysis. Prospective students need to be comfortable in pushing their limits and learning how to expand their creative writing comfort zones.

### **AS.220.202.01**

#### **Introduction to Nonfiction: Matters of Fact**

**Wayne Biddle**

Overall quality of the class: 4.13

### Summary:

The best aspects of this course included the format of the class, which involved collaborative workshops where peers reviewed and critiqued writings. Students found the materials interesting, but felt that some of the readings were dry or unhelpful. Suggestions for improvement included providing more workshop opportunities for students to receive more feedback. Students also wanted more feedback from the professor to guide revisions and help them improve their writing skills. Prospective students should already have a strong foundation in writing before taking this class.

### **AS.220.204.01**

#### **Introduction to Dramatic Writing: Film**

**Roberto Buso-Garcia**

Overall quality of the class: 3.67

### Summary:

The best aspects of this course included watching movies in class to analyze the aspects of writing for film. Students liked that the professor had industry experience and was able to give detailed feedback on student screenplays. However, many students felt that there was little to no writing, and that the course should have been workshop rather than lecture-based. Suggestions for improvement included

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increasing the number of workshop sessions, as well as providing more opportunities to write and revise scripts. This could be achieved by splitting the class into two weekly sessions instead of having one long session. Prospective students should be aware that the professor has a difficult grading policy for an introductory course, but that writing in the course is minimal, limited to one script the entire semester.

### **AS.220.309.01**

#### **Writing Healthy Baltimore**

**Karen Masterson**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **AS.220.316.01**

#### **Seminar: Opinion Writing**

**Gregory Kane**

Overall quality of the class: 4.27

#### Summary:

Students found the assigned topics and the flexibility in their writing to be their favorite aspects of this course. They enjoyed the class discussions where people were encouraged to express and defend their opinions, and enjoyed the professor immensely. Many students found that class time spent reading their essays was not useful, and thought that they did not learn much over the semester. Suggestions for improvement included limiting the time that students read their works aloud and instead committing more class time to discussing how to write opinion pieces. Students who are considering this course should have a strong writing skill and be prepared to present their work to the class each week.

### **AS.220.325.01**

#### **Intermediate Fiction: Story and Plot**

**Katharine Noel**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

### **AS.220.327.01**

#### **Intermediate Fiction: Characters**

**Tristan Davies**

Overall quality of the class: 4.73

#### Summary:

Some of best aspects of this course included the very open workshops and critiques, which students believed helped them improve their works and kept the class lively. Students loved the professor, whom they found provided ample and instructive feedback on their works. Some of the students found that parts of the class were disorganized, while others wished that there were more writing assignments. To improve the class, students believed that revisions would be beneficial, and that more focused

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workshops would help cut down on wasted class time. Students considering this class should be dedicated to improving their writing skills and be willing to give and take criticism.

### **AS.220.337.01**

#### **Intermediate Dramatic Writing: Film**

**Roberto Buso-Garcia**

Overall quality of the class: 4.33

#### Summary:

Students loved that this course gave them the opportunity to work on a full-length script under the direction of someone with industry experience. They found the exercises and readings to be very helpful in developing their works, and appreciated all of the feedback they received. The biggest complaint that most students had was that this would be a better year-long course, as some of the assignments felt rushed, and they only got to complete 10 pages of their full length scripts. Students suggested that the course be broken up into two semesters so that they have more time to fully develop their works, and that they could have used more examples for the exercises they completed. Students believed that the double semester would also offer more chances to write. Prospective students should be prepared to work hard and understand that they will spend more time learning how to plan and outline dramatic works than actually writing a script.

### **AS.220.377.01**

#### **Intermediate Poetry: Poetic Forms**

**Greg Williamson**

Overall quality of the class: 4.67

#### Summary:

Students found that some of the best aspects of this course included the relaxed manner of the professor, and the freedom of choosing their poem's topic and style. Students also enjoyed the workshop sessions, which they found provided valuable feedback. Some of the students believed that sticking to the poetic forms was restrictive and that workshops could get rushed in order to comment upon everyone's work. Some suggestions for improvement included extending the workshop times and cutting down the time discussing published poem, and allowing students the freedom to write beyond the poetic forms taught in class. Prospective students must be willing to work in rhyme and meter and be prepared to write and discuss their poetry each week.

### **AS.220.380.01**

#### **Intermediate Fiction: The Scene**

**Glenn Blake**

Overall quality of the class: 4.82

#### Summary:

Students found the class discussions and the workshops to be some of the best aspects of this course. The professor had helpful insights into the art of writing, and provided good feedback that helped students improve their writing skills. Many students found that too much time was spent on the reading materials and not enough time was spent in the workshops. They thought that increasing workshop time

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and decreasing class discussions, or keeping to a stricter, more organized schedule would improve the class immensely. Students also would have liked more writing assignments, and a bit more direction in what the professor expected for each assignment. Any student considering this course should know that although the workload is somewhat light, the writing level is a much higher and more rigorous writing techniques will be taught over the semester.

### **AS.220.384.01**

**Intermediate Nonfiction: I, Me, Mine: American Autobiography**  
**Wayne Biddle**

Overall quality of the class: 4.56

#### Summary:

Students found this course's best aspects to be the immediate work that applied to the autobiography, as well as the very supportive class atmosphere. Feedback was very helpful for students as they revised their works, and the small class size meant that everyone got to know each other very well. Students found that the assigned readings were not helpful and that not much time was spent on reviewing these materials. Students suggested that it might be more useful to have fewer books with more analysis. Prospective students should be prepared to create well-thought introspective assignments, and can expect to write at least 30 pages of their autobiography.

### **AS.220.389.01**

**Intermediate Poetry: The Dramatic Element**  
**David Yezzi**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

### **AS.220.397.01**

**Intermediate Poetry: The Lyric**  
**Steve Scafidi**

Overall quality of the class: 4.82

#### Summary:

Students in this class absolutely loved the professor's enthusiasm and dedication to the subject. They found the lectures to be stimulating and the assignments to be challenging but fun. Some students felt that the class was a bit disorganized, especially in regards to the homework assignments, and that the class was too large to get a work properly critiqued during workshops. Students suggested allowing more time for workshops and that meeting with the professor during the semester would be very beneficial to their writings. Prospective students should be prepared for a work-intensive but inspiring course.

### **AS.220.401.01**

**Advanced Fiction Workshop**  
**Matthew Klam**

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Overall quality of the class: 4.27

### Summary:

Students thought that the best aspects of this course included the professor's insightful feedback and the helpful class discussions. Students remarked that the course was often unorganized and the workshop reviews were not always effective as more time was spent with the first student's work than it was on the final work presented. To fix this, students suggested creating a standard workshop procedure to ensure that everyone's work received equal critique. Students also wanted more writing prompts and exercises throughout the semester. Prospective students should be interested in producing a fair amount of work and be able to provide insightful and helpful critiques.

### **AS.220.401.02**

#### **Advanced Fiction Workshop**

**Brad Leithauser**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

### **AS.220.412.01**

#### **Readings in Poetry: Eliot, Crane, & Stevens**

**John Irwin**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **AS.220.420.01**

#### **Readings in Contemporary Fiction: Coetzee, Delillo, Freudenberg, Johnson**

**Matthew Klam**

Overall quality of the class: 4.25

### Summary:

Students found that the reading materials and class discussions were some of the best aspects of this course. The professor was very engaged with students, and he actively helped keep the discussions lively and interesting. Students found the lack of feedback disappointing, and that some of the books' subject matter made certain students uncomfortable. Students suggested giving feedback on at least some of the works turned in or some constructive criticism. Prospective students should be prepared for extensive reading and writing each week and to actively pursue feedback from the professor in order to improve their writing.

### **AS.220.425.01**

#### **Readings in Fiction: The Story Cycle**

**Roderic Puchner**

Overall quality of the class: 4.54

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### Summary:

The variety of books and the lively class discussions were the best aspects of this course. Students found the professor's teaching methods to be very helpful in guiding students through the class discussions, and that the feedback he provided really helped them improve their writing abilities. Some students believed that the reading schedule was excessive, and that they could have used more time to get through the materials. The students suggested reducing the reading list to allow for deeper analysis of the materials. They also would have liked some workshop sessions to get additional feedback and critique. Students who plan to take this course should be prepared for intensive reading and writing and to actively participate in class.

### **AS.220.426.01**

#### **Readings in Poetry: Early Auden and his Contemporaries**

#### **James Arthur**

Overall quality of the class: 4.88

### Summary:

Students found this course to be extremely engaging and creative. They found the professor to be highly enthusiastic and knowledgeable, and that he focused on making the subject relatable to the students. The only complaint that students had was that some of the workshops ran out of time, so not everyone's work was reviewed in class. Students suggested that it would be helpful to have a bit more time to complete the readings, and that a bit more variety in materials would be nice. Prospective students should prepare to read and write extensively but do not need a background in poetry to get the most out of this class.