

**JOHNS HOPKINS UNIVERSITY**

**Homewood Course Guide**

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

## TABLE OF CONTENTS

Africana Studies	5
Anthropology	7
Applied Mathematics and Statistics	11
Art	20
Behavioral Biology	24
Biology	26
Biomedical Engineering	32
Biophysics	41
Center for Language Education: Arabic	44
Center for Language Education: Chinese	46
Center for Language Education: Hindi	49
Center for Language Education: Japanese	50
Center for Language Education: Korean	52
Center for Language Education: Russian	54
Chemical and Biomolecular Engineering	56
Chemistry	63
Civil Engineering	68
Classics	72
Cognitive Science	75
Computer Science	78
Earth and Planetary Science	89
East Asian	94
Economics	96
Electrical and Computer Engineering	101

Engineering Management	108
English	109
Entrepreneurship & Management	118
Film and Media Studies	127
General Engineering	131
Geography and Environmental Engineering	132
German and Romance Languages and Literatures	140
History	163
History of Art	170
History of Science and Technology	174
Humanities	176
Information Security Institute	178
Latin American Studies	180
Materials Science and Engineering	182
Mathematics	188
Mechanical Engineering	194
Military Science	203
Museum and Society Programs	206
Music	208
Nanobiotechnology	211
Near Eastern Studies	212
Neuroscience	214
Philosophy	219
Physics and Astronomy	224
Political Science	230
Professional Communication	239

Psychological and Brain Sciences	246
Public Health Studies	253
Sociology	259
Theatre Arts and Studies	264
Women, Gender, And Sexuality Program	268
Writing Seminars	270

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.362.175.01**

**Freshman Seminar: Remembering the Black Power Movement  
Floyd Hayes**

Overall quality of the class: 4.10

**Summary:**

The best aspects of this course included the assigned readings, thought provoking class discussions and the professor. The professor taught the class in an enjoyable manner and students found him to be engaging and inspiring. The worst aspects of the course included the off-topic class sessions which were often dominated by the professor, as well as the tough grading system. The course would improve if there were more student-led class discussions in order to encourage more participation from everyone in the class. Prospective students should be prepared to think critically in this somewhat writing and reading-intensive course.

**AS.362.204.01**

**Women in African History  
Patricia Romero**

Overall quality of the class: 4.38

**Summary:**

The best aspects of this course were the interesting material and that the content gave students insight into women and the world around them. The worst aspects of this course included the dense and heavy readings. Also students felt that the class periods were lengthy and that the subject of Women in Africa was too broad of a topic. The course would improve if there were more readings to familiarize the students with the discussion topics and also if there were more class discussions. Prospective students should know that this is an engaging course which has a fair share of reading and weekly assignments.

**AS.362.206.01**

**Research Seminar: Baltimore History from the AFRO Newspaper Archives-Co  
Moiria Hinderer**

## **AFRICANA STUDIES**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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:

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

**AS.070.113.01  
Freshman Seminar  
Niloofar Haeri**

Overall quality of the class: 4.13

**Summary:**

The best aspects of the course included the interesting class discussions and anthropology lessons. The worst aspects of the course included the lengthy class periods and off-topic class discussions. The course would improve if there were different and more interesting readings. The course would also be better if the topics were broken up into more sections so as to help students delve deeper into each subject. Prospective students should be prepared for weekly readings and assignments that will make the subject of anthropology overall very exciting.

**AS.070.132.01  
Invitation to Anthropology  
Emma Cervone, Deborah Poole**

Overall quality of the class: 3.13

**Summary:**

The best aspects of this course included the interesting readings, class discussion sessions, and the wide range of anthropology topics covered in class. The worst aspects of this course included the hefty reading assignments which were hard to follow, as well as the dull lectures. The students had a difficult time conceptualizing some of the material and the lecturers did not make it easy with their different teaching styles and unclear expectations. The course would improve if the lectures were better structured and if the readings were condensed. Prospective students should be prepared for lots of reading that will aid them in doing well on the writing assignments.

**AS.070.262.01  
Cuban Intellectuals, Cinema, and the State  
Laura Humphreys**

## **ANTHROPOLOGY**

Overall quality of the class: 4.45

### **Summary:**

The best aspect of this course was the extremely knowledgeable professor who made the course subject interesting and enjoyable. Students got to learn about another culture and also discuss in depth with their fellow classmates. The worst aspects of the course included the lengthy class times and movies that were difficult for some students to grapple with. The course would improve if there were provisions for students to watch the films outside of class and if they had a lighter reading load. Prospective students should be prepared for lots of reading and film watching to learn about Cuba and other course related topics.

### **AS.070.268.01**

#### **Anthropology of Health and Disease**

**Clara Han**

Overall quality of the class: 3.45

### **Summary:**

The best aspects of this course included the readings, guest speakers, and exciting class discussions. Students found the entire course to be compelling and thought provoking. The worst aspects of the course were the lengthy and disorganized lectures, as well as the hefty weekly reading assignments. The course would improve if the assigned readings were lessened and if the lectures were clearer. Prospective students should expect to do a heavy amount of reading and should take notes in class to help them on the assignments.

### **AS.070.304.01**

#### **Child Adoption and Family Making**

**Anaid Reyes Kipp**

Overall quality of the class: 4.30

### **Summary:**

The best aspects of this course included the class discussions and the knowledgeable professor who was able to effectively engage students. The worst aspects of the course included the lengthy class time and hefty amounts of assigned reading. The course would improve if there were more movies and other types of exciting course material incorporated into the class. It would also improve if there were class breaks and more focused discussions. Prospective students should expect an interesting and informative course with lots of reading.

### **AS.070.317.01**

#### **Junior/Senior Seminar**

**Juan Obarrio**

Overall quality of the class: 3.22

### **Summary:**

The best aspect of this fairly relaxed course was the vibrant class discussions. The worst aspect of the course was the lengthy and ambiguous readings, many of which were politically charged. Students also



## **ANTHROPOLOGY**

felt that the course material was dry and not very engaging, making it hard for many of them to get much out of the class. The course would improve if students received feedback on their work, more diverse reading assignments, and a clearer structure of the class schedule and assignments. Prospective students should be aware that the course is reading intensive but fairly laidback with lots of interesting things to be learned.

### **AS.070.331.01**

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

**Niloofer Haeri**

Overall quality of the class: 4.20

#### **Summary:**

The best aspects of this course were the class discussions, exciting course material, and the very knowledgeable professor who made class productive for students. The worst aspect of the course was the hefty reading assignments. There also was a lack of structure in the class where assignments and other requirements were not always clear. The course would improve if the readings were lessened and if there was more structure overall in the class. Prospective students should expect a great class with lots of interesting things to learn.

### **AS.070.344.01**

#### **Muslim Societies and Modern States: Ethnographic Encounters**

**Joseph Bush**

Overall quality of the class: 4.54

#### **Summary:**

The best aspect of the course was the thought-provoking class discussions. Students learned a lot about Muslim societies and were also able to develop atypical reading and analytical skills. The worst aspect of the course was the heavy readings, some of which were complex and difficult for students to keep up with. The course would improve if students had more guidance on assignments through visual aids like graphs and charts, as well as a shorter amount of weekly reading to do. Prospective students should prepare to challenge themselves with lots of readings in this course.

### **AS.070.414.01**

#### **Kinship at the Core**

**Aaron Goodfellow**

Overall quality of the class: 4.58

#### **Summary:**

The best aspects of this course included the group discussions and the extremely passionate professor who showed lots of enthusiasm in teaching the subject. The worst aspect of the course was the hefty reading assignments. The class discussions were also often lagging because students didn't do the readings and therefore couldn't effectively participate in the discussions. The course would improve if students were given more incentives to do the readings. Prospective students should expect to enjoy the class if they do the readings and should also take advantage of any help the professor will provide.

## **ANTHROPOLOGY**

**AS.070.420.01**

**Anthropology of Death and Dying**

**Veena Das**

Overall quality of the class: 4.35

Summary:

The best aspect of the course was the interesting subject material which the professor covered very articulately. The worst aspect of the course was the tense classroom atmosphere. The professor encouraged class discussions but often dismissed student contributions on the basis of personal opinion. The course would improve if the class length were to be shortened or divided and if there were more group discussions. Prospective students should be aware that the course is reading intensive but if they put forth effort in the work, they will do well and enjoy the class.

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

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

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

**EN.550.111.01-06  
Statistical Analysis I  
Vincent Lyzinski**

Overall quality of the course: 3.77

**Summary:**

The best aspects of this course included the manageable workload, the helpful supplemental textbook, the case studies presented in class, and the instructor’s lecturing style that held students’ attention. Some students felt the lectures didn’t properly prepare them for exams. One suggestion included having the lectures follow the exam content more closely. Suggestions also included having the instructor focus less on theoretical concepts and more on concrete ideas; also, incorporating more interactive activities into the class and spreading out the material evenly through the semester. Prospective students should know that the course is not overly math-intensive and that some independent self-teaching from the textbook is required.

**EN.550.112.01-07  
Statistical Analysis II  
Fred Torcaso**

Overall quality of the course: 3.73

**Summary:**

The best aspects of this course included the applicable methods taught for effective independent research, the optional final exam, and the frequent problems sets that provided students with the opportunity to gauge their understanding and progress. Some students felt that the lectures were often confusing, that the work done in class did not appear in the textbook, and that the instructor seemed disorganized. One suggestion was to allow students partial credit on both homework and exam questions. Another suggestion was for the instructor to make certain he’s teaching linearly; not starting at one place, stopping and then restarting in a new spot. Prospective students should know this is a math-intensive course and it’s a wise idea to brush up on statistical knowledge; also, it’s important to start work on the problem sets as soon as possible.

## APPLIED MATHEMATICS AND STATISTICS

### **EN.550.171.01-04**

#### **Discrete Mathematics**

**Beryl Castello**

Overall quality of the course: 3.96

#### **Summary:**

The best aspects of this course included the examples presented by the instructor, the intriguing material, the instructor's attentiveness to the students' progress and comprehension of the content, and learning the basics of constructing functional, effective proofs. One student felt that the instructor concentrated too much on how proofs were solved via direct means and did not recognize students' creative completion of difficult problems. Another student wished that all of the problem solutions had been posted for students. Suggestions included checking TAs grading systems for consistency and fairness, and clarifying the assignments when given out; many students felt they were vague. Prospective students should know that the course consists of creating and solving a lot of proofs, but that the content is fun and engaging, even if one doesn't have an extensive background in mathematics.

### **EN.550.211.01-05**

#### **Probability and Statistics for the Life Sciences**

**Bruno Jedynak**

Overall quality of the class: 3.08

#### **Summary:**

The best aspects of the course included the helpful teaching assistants, wide-range of statistic applications lessons, and the supplementary lecture notes. The worst aspects of the course included the hefty homework assignments, as well as the ineffective textbook. The professor didn't effectively teach the material and there were inconsistencies between the homework assignments and the types of content students were tested on. The course would improve if there was a better textbook for the class, more in-class review problems, and practice homework assignments that were equivalent to the type of problems student would encounter on exams. Prospective students should know that the course is challenging and in addition to going to the lectures and section meetings, they should put forth lots of effort to understand the content.

### **EN.550.251.01**

#### **Math Models/Decision Mkg**

**Beryl Castello**

Overall quality of the class: 4.11

#### **Summary:**

The best aspects of the course included the group presentations and applicable topics that were learned. The projects allowed the students to get hands-on experience and a deeper understanding of the material. The worst aspects of the course were the challenging math concepts and the hefty and tedious homework assignments. The course would improve if the pace were slower so that more material could be covered, and would also improve if the subjects covered on the last leg of the semester were transitioned into the course better. Prospective students should know that the course is great and that they will find it extremely useful if they keep up with all the assignments.

## **APPLIED MATHEMATICS AND STATISTICS**

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

#### **Lin Alg & Diff Equations**

**Youngmi Hur**

Overall quality of the class: 3.71

#### **Summary:**

The best aspects of this course included the helpful teaching assistant and section meetings, as well as the good amount of practice students got to have with the content through the assignments. The worst aspects of the course included the difficult course material and homework assignments. The students felt that the lectures concerning the MATLAB portion of the class were inefficient. The course would improve if there were more lessons on MATLAB and more practice or review of the challenging concepts. Prospective students should be prepared for a challenging course, and should try to attend all lectures and complete all homework assignments to get adequate practice with the concepts.

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

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

**Fred Torcaso**

Overall quality of the course: 3.65

#### **Summary:**

The best aspects of this course included the informative lectures and thorough class notes. The tests were straightforward and applicable to what was taught in class and the material was interesting. Some students felt the required textbook was not useful and that the tests were so difficult that one could only “ace or fail.” One suggestion was for the instructor to slow down. Another suggestion included incorporating practice exams. Prospective students should have a firm grasp of basic calculus.

### **EN.550.311.01-03**

#### **Prob/Stat-Bio Sci & Eng**

**Stephen Chestnut**

Overall quality of the course: 3.81

#### **Summary:**

The best aspects of this course included the real-life applications, examples provided in class, the instructor’s enthusiasm for the material, the instructor’s willingness to help, and the applicable textbook. Some students felt the material was excessively challenging and that the instructor made too many mistakes while teaching. Students also felt the disparity between the abilities of the TAs was so great that many of them did not show up for their sections. Suggestions included curving the tests and incorporating more concrete examples. Prospective students are encouraged to study as often as possible and attend all lectures/sections.

### **EN.550.362.01-02**

#### **Intro to Optimization II**

**Donniell Fishkind**

## APPLIED MATHEMATICS AND STATISTICS

Overall quality of the course: 4.69

### Summary:

The best aspects of this course included the instructor's approachability and firm grasp of the content, as well as the applicability of the material to the "real world." One student felt it was too theory-based. Another student felt the homework grades were not indicative of one's overall grade and could therefore develop a false sense of security. Suggestions included providing lecture notes and assigning the projects earlier in the semester. Prospective students should attend all lectures and let the instructor know if they do not understand a concept.

### **EN.550.371.01**

#### **Cryptology and Coding**

**Donniell Fishkind**

Overall quality of the course: 4.67

### Summary:

The best aspects of this course included the reasonable problem sets and applicable textbook. The course topics were focused and well-structured, and the course material was very intriguing. Some students felt the notes should have been posted online. Suggestions included covering number theory prior to the rest of the material and providing feedback quicker on assignments. Prospective students should feel comfortable with coding and using MATLAB.

### **EN.550.386.01**

#### **Sci Computing: Diff Equat**

**Gregory Eyink**

Overall quality of the course: 2.44

### Summary:

The best aspects of this course included the exposure to various methods of numerical analysis, and the enthusiastic instructor. Some students felt the requirements were excessive and that the instructor intentionally overloaded the pupils with a lot of work with little regard to their other classes. Suggestions included slower pacing throughout the semester and devoting more time to differential equations, and less to computer representation of numbers. Prospective students will find that prior experience with MATLAB is beneficial to have.

### **EN.550.400.01**

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

**Nam Lee**

Overall quality of the course: 2.13

### Summary:

The best aspects of this course included the opportunity to learn theory as much as application, the chance to learn R and LaTeX, and the interesting material. Some students felt the instructor was disorganized and that he didn't clarify expectations of assignments well. Students also felt the instructor was difficult to follow. Suggestions included moving slower throughout the semester and adhering to a

## **APPLIED MATHEMATICS AND STATISTICS**

structured syllabus. Prospective students should know that the course is work-intensive, and they are expected to figure out certain concepts independently.

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

#### **Intro to Probability**

**John Wierman**

Overall quality of the course: 3.54

#### **Summary:**

The best aspects of this course included the many extra credit opportunities, downloaded presentations for students to study, and the instructor's regular jokes. Some students felt the instructor should have incorporated more examples during his lectures. Also, students felt the exams were excessively difficult and too long to complete within the expected amount of time. Suggestions included posting answers to the practice exams online and providing more examples in class. Prospective students should know this is a difficult course.

### **EN.550.426.01-02**

#### **Introduction to Stochastic Processes**

**John Wierman**

Overall quality of the course: 3.82

#### **Summary:**

The best aspects of this course included the interesting material, available extra credit, and exercises that helped students conceptualize the subject matter. Some students felt the lecture slides were too often inaccurate, and the example derivations were exceptionally difficult to follow. Some students also felt the lectures were too theoretical. Suggestions included utilizing Blackboard and incorporating more application processes into each class. Prospective students should know this course is reading-intensive.

### **EN.550.428.01**

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

**Dwijavanti Athreya**

Overall quality of the course: 4.75

#### **Summary:**

The best aspects of this course included the instructor's willingness to help and the instructor's precise presentation of the subject matter. Also, the textbook was very relevant and useful to the class. One student felt that too many derivations and financial applications were skipped. One suggestion included moving at a slightly quicker pace. Another suggestion was for the instructor to help students apply stochastic processes to other financial courses. Prospective students should know this course focuses a great deal on theory.

### **EN.550.430.01-03**

#### **Intro to Statistics**

**Daniel Naiman**

## APPLIED MATHEMATICS AND STATISTICS

Overall quality of the course: 3.83

### Summary:

The best aspect of this course was the thorough explanation of the concepts. The notes were almost always immediately available online, the lectures were interesting, and the final was optional. Students felt that the amount of homework assigned was excessive. Also, students felt the course was far too theoretical in nature and that more practical applications should have been the primary focus for an “intro to stats” course. Suggestions included incorporating a TA section and teaching R in the class along with assigning programming projects. Prospective students should know a prior knowledge of coding in MATLAB and R is helpful.

### **EN.550.431.01**

#### **Statistical Methods in Imaging**

**Bruno Jedynak**

Overall quality of the course: 4.00

This class had 5 or fewer comments.

### **EN.550.434.01**

#### **Nonparametric Statistics**

**Elie Younes**

Overall quality of the course: 3.22

This class had 5 or fewer comments.

### **EN.550.439.01**

#### **Time Series Analysis**

**Fred Torcaso**

Overall quality of the course: 3.94

### Summary:

The best aspects of this course included the many proofs provided in class, the even blend of theory and application, and the instructor’s willingness to help students with the material. Some students felt the pace of the class throughout the semester was too slow. One suggestion was to provide summary slides at the end of each chapter. Another suggestion included incorporating more “hands-on” homework assignments. Prospective students should review the basics of linear algebra and statistical mathematics before taking this course.

### **EN.550.445.01**

#### **Interest Rate and Credit Derivatives**

**David Audley**

Overall quality of the course: 3.89

### Summary:



## **APPLIED MATHEMATICS AND STATISTICS**

The best aspects of this course included the coverage of different topics on credit and interest rate derivatives. Also, the use of Excel spreadsheets for practical purposes was helpful to the class. Some students felt that they didn't receive enough feedback from the instructor. One suggestion was to change up the lecture format from day to day to hold students' attention. Another suggestion was to incorporate more hands-on work. Prospective students should read Hull's textbook in advance if possible; it would make the lectures a lot more comprehensible.

### **EN.550.447.01**

#### **Quantitative Portfolio Theory and Performance Analysis**

**David Audley**

Overall quality of the course: 4.09

#### **Summary:**

The best aspect of this course was the final presentation in lieu of a final exam. The sections were useful and the instructor was knowledgeable about the subject matter and always willing to help. One student felt that not enough feedback was provided to the students. Another student felt the grading system was not clearly defined. Suggestions included offering summary slides at the end of each chapter and spending more time on practical portfolio management. Prospective students should have a solid background in finance.

### **EN.550.453.01**

#### **Mathematical Game Theory**

**Beryl Castello**

Overall quality of the course: 3.95

#### **Summary:**

The best aspect of this course was the instructor's thorough explanations of the material. Students were provided with practice homework solutions and practice midterms, as well as the opportunity to play games in class. One student felt the book was too wordy. Another student felt the subject matter was too theoretical. Suggestions included providing students with practice problems more applicable to the exams and getting rid of the second midterm. Prospective students should be prepared to work with theoretical concepts.

### **EN.550.472.01**

#### **Graph Theory**

**Rico Zenklusen**

Overall quality of the course: 4.00

#### **Summary:**

The best aspect of this course was the intriguing subject matter. The instructor was open to feedback and the lectures were well-organized. One student felt that the section was useless. Another student felt there was too much focus on algorithm creation and run time analysis. Suggestions included providing more MATLAB problems and offering more practice problems in sections. Prospective students should know that this course is extremely challenging mathematically because of the abstract nature of the subject.

## APPLIED MATHEMATICS AND STATISTICS

### **EN.550.621.01**

#### **Probability Theory II**

**James Fill**

Overall quality of the class: 4.13

#### Summary:

The best aspect of the course was the professor, because he was able to effectively and humorously convey very complicated subjects. The worst aspects of the course included the disorganized lecture notes and fast paced lectures. The professor would sometimes speed through lectures and miss things, making it hard for students to do the homework write-ups. The course would improve if the lecture notes were more organized. It would also improve if the professor taught at a slower pace and provided homework solutions regularly. Prospective students should have a strong background in analysis and probability theory.

### **EN.550.631.01**

#### **Statistical Theory II**

**Carey Priebe**

Overall quality of the class: 4.44

#### Summary:

The best aspects of the course included the different material covered, and the professor, who was open with the class, and was genuinely interested in covering the subjects. The worst aspect of the course was the occasionally disjointed lectures. The course would improve if there was much more content written on the board in the form of examples. Prospective students should know a fair amount of statistics and functional analysis to take this course.

### **EN.550.636.01**

#### **System Identification and Likelihood Methods**

**James Spall**

Overall quality of this course: 4.67

This class had 5 or fewer comments.

### **EN.550.653.01**

#### **Commodities and Commodity Markets**

**Helyette Geman, Gary Schultz**

Overall quality of the class: 4.28

#### Summary:

The best aspects of the course included the comprehensive and practical material students learned. The professors were knowledgeable and able to convey some of the topics really well. The worst aspects of the course included the difficult sections and lectures that didn't go in-depth into some of the topics. The course would improve if there were more systematic lecture notes, solutions to the homework

## APPLIED MATHEMATICS AND STATISTICS

problems, and better explanation of the topics from both professors. Prospective students should know that this course is somewhat challenging and they should have some background in commodities, finance, and financial derivatives.

### **EN.550.662.01**

#### **Optimization Algorithms**

**Daniel Robinson**

Overall quality of the class: 4.64

#### Summary:

The best aspects of the course included the professor and supplemental learning materials. The professor's lectures were engaging and the notes/slides made available were very helpful to students. The worst aspect of the course was the fast-paced lectures during the second half of the semester. The course would improve if there was a better supporting textbook for the class and more practice examples of some of the problems found in the homework assignments. Prospective students should ensure they attend all the lectures and spend time practicing the material.

### **EN.550.672.01**

#### **Graph Theory**

**Rico Zenklusen**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

### **EN.550.694.01**

#### **Turbulence Theory II**

**Gregory Eyink**

Overall quality of this course: 4.75

This class had 5 or fewer comments.

### **EN.550.723.01**

#### **Markov Chains**

**James Fill**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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  
Studio Drawing I  
Craig Hankin**

Overall quality of the class: 4.71

**Summary:**

The best aspect of the course was the course structure which seemed to offer something for both drawing enthusiasts and those who had no previous background in drawing. The professor encouraged creativity and was also very helpful to students. The worst aspects of the course included the lengthy class time, as well as the extra time students had to allot for homework and other assignments. The course would improve if the class was divided into two sections each week as opposed to just one lengthy class period. Prospective students should expect a fun course in which they will see improvement on their drawing if they put forth individual effort.

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

Overall quality of the class: 4.71

**Summary:**

The best aspect of the course was the practical nature of the class where students got to do specific assignments that helped them grow in their skills. The professor also provided useful and positive feedback to all of the students. The worst aspect of the course was the workload in and out of class. Although students felt the class was great the way it was, the course could improve if it were counted towards an Art requirement. Prospective students should take this class as it is very enjoyable and not too difficult.

**AS.371.136.01  
Drawing : The Portrait  
Craig Hankin**

## **ART**

Overall quality of the class: 4.93

### **Summary:**

The best aspects of the course included the wide range of material used in teaching the course, as well as the fun and challenging atmosphere of the course where students were able to learn about things like the human skull. The professor showed a lot of care and provided lots of great feedback to students. The worst aspects of the course included the expressionless models students used to practice their drawings, and the pricey materials used for some of the drawing. The course would improve if the course itself was offered with more sections available to students all over the school. Prospective students should know that this is a great course for anyone to challenge themselves and as long as they keep up with the work in and out of class, they will see much improvement in their drawing.

### **AS.371.140.01**

#### **Cartooning**

**Thomas Chalkley**

Overall quality of the class: 4.71

### **Summary:**

The best aspect of the course was the laidback and creative atmosphere it opened up for students to express themselves independently. The professor was passionate, energetic and always willing to help students. The worst aspects of the course included the lack of class productivity because there were only two graded assignments, as well as a lack of structure in the grading system. The course would improve if there were more assignments to encourage productivity and if there were more lessons on cartooning or animation. Prospective students should know that this is a very fun class and they will get the best out of it if they put forth effort in every area.

### **AS.371.151.01**

#### **Photoshop/Dig Darkroom**

**Howard Ehrenfeld**

Overall quality of the class: 4.40

### **Summary:**

The best aspect of the course was the hands-on lessons, such as the ones in Photoshop because they were very practical. The professor allowed a lot of creativity in the class and was very enthusiastic about the subject as well. The worst aspect of the course was the fact that it was more Photoshop based than anything else and the students felt that they had to learn the photography portion on their own. The course would improve if the course focused on more skills and techniques that students would most-likely use on a regular basis. Prospective students should be prepared to put in a significant amount of time to learn more of the photography and Photoshop skills in this course.

### **AS.371.152.01**

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

**Howard Ehrenfeld**

Overall quality of the class: 4.38

## **ART**

### **Summary:**

The best aspects of the course included the passionate professor and the class trips that students took to different places around Baltimore. The worst aspects of the course included its fast pace and the lack of clarity in some of the assignments. Also, the assignments and deadlines were often unclear to students. The course could improve if there was a better outline of the course schedule with clearer due dates and perhaps some more lessons on photography as opposed to Photoshop. Prospective students should expect to put lots of work into taking pictures and editing them.

### **AS.371.154.01**

#### **Introduction to Watercolor**

**Caroline Ober**

Overall quality of the class: 4.58

### **Summary:**

The best aspect of the course was the class itself as it offered students a creative and relaxed atmosphere for them to express themselves. Students enjoyed the homework assignments and also the in-class assignments. The worst aspect of the course was the free-style structure of some of the learning as students wished they had more lessons on watercolor and painting before they delved into the practical aspect of it. The class would improve if there were more supporting materials like books or handouts to help students with the techniques. Prospective students should be prepared for an awesome class with lots of fun.

### **AS.371.155.01**

#### **Introduction to Sculpture**

**Larcia Premo**

Overall quality of the class: 4.00

### **Summary:**

The best aspect of the course included the diverse types of assignments and projects. Students enjoyed being able to experiment with different types of materials and were able to get creative in an independent setting. The worst aspects of the course included the professor who spent lots of time giving instruction in class due to personal distractions. The course would improve if the professor would stick to talking about the course only and not go off on tangents. Prospective students should know that the course involves lots of work, but is very fun and will definitely bring out their creative sides.

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

#### **Black & White: Digital Darkroom**

**Phyllis Berger**

Overall quality of the class: 4.58

### **Summary:**

The best aspect of the course was the passionate professor who seemed to be very knowledgeable about the subject and always offered up help to the students. Students also enjoyed the class trips and the lessons on camera usage and Photoshop. The worst aspects of the course included the time-consuming assignments and the pricey photography prints. The course would improve if the professor

## **ART**

provided more feedback and less objective grading. Prospective students should expect to learn Photoshop and spend lots of time taking photos and editing them outside of class.

### **AS.371.165.01**

#### **Location Photography**

**Howard Ehrenfeld**

Overall quality of the class: 4.70

#### **Summary:**

The best aspects of the course included the field trips to various locations and the very passionate professor who provided students with lots of helpful feedback. The worst aspects of the course included the untimely feedback the professor provided to students. Most students never knew how they were being graded in the class or if they were performing well. The course would improve if students were given clearer grading systems and outlines for the assignments and projects. Prospective students should know this is a fun course in which they will take lots of photos in great locations all over Baltimore.

### **AS.371.303.01-02**

#### **Documentary Photography**

**Phyllis Berger**

Overall quality of the class: 4.67

#### **Summary:**

The best aspects of this course included the creativity it allowed for students to express themselves through their work, as well as the hands-on experience it offered. The students also got to take field trips to different areas in Baltimore. The worst aspect of the course was the mandatory time commitment students had to dedicate outside of the classroom. The course would improve if the assignments were spread throughout the semester as opposed to having one heavily weighted final project. Prospective students should be prepared to spend lots of time outside of class to succeed in this very enjoyable photography course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.290.303.01**

**Brain, Communication & Evolution**

**Farrah Madison**

Overall quality of the class: 4.25

**Summary:**

The best aspects of this course were the well-organized lectures from an engaging and knowledgeable professor. Students were able to take what they were learning during the field observations and merge them with the class lessons very well. The worst aspects of the course included the ambiguous exams and accompanying grading system. Also, the course grades comprised of only a presentation, midterm and a final exam, which didn't give students ample opportunities to do well in the course. The course would improve if students had more guidance on the experimental design and if there were more assignments and tests available to boost student grades. Prospective students should have some background in Animal Behavior and should be ready to do lots of reading to be successful in this somewhat intensive course.

**AS.290.420.01**

**Human Sexual Orientation**

**Chris Kraft**

Overall quality of the class: 4.41

**Summary:**

The best aspects of this course included the interesting course material, engaging lectures and enthusiastic lecturer. Students enjoyed learning the content and thought the professor did a great job in keeping the class engaged. The worst aspects of the course included the lengthy and not so well defined writing assignments that all seemed to be due around the same time. The course would improve if the writing assignments were lessened and better explained to students before they were assigned. Prospective students should expect a fun course with lots of interesting material and writing.

**AS.290.490.01**

**Senior Seminar: Behavioral Bio**



## BEHAVIORAL BIOLOGY

**Peter Holland**

Overall quality of the class: 4.67

Summary:

The best aspect of this course was the engaging class discussions held in a relaxed class environment. The professor was very informative and always allowed the students to choose their own discussion topics. The worst aspect of the course was the early class meeting time as students found it very inconvenient. The course would improve if there was additional work or quizzes to give students more incentive to participate in the discussions and learn the material. Prospective students should expect to learn a lot in a relaxed and engaging class setting.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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**

**Fresh Sem: From Genes to DNA and Back  
E Moudrianakis**

Overall quality of the class: 4.00

Summary:

The best aspects of the course included the class discussions and the interactive atmosphere. The worst aspects of the course included the student-led discussions as not everyone always participated in them. The readings were very lengthy and the class sessions became repetitive and dull for many of the students. The course would improve if there were better guided discussions so that everyone could participate and be excited about participating. Prospective students should expect a generalized bio course with lots of in-class discussions and presentations.

**AS.020.113.01**

**Freshmen Seminar: Microbes in the Media  
Thomas Cebula**

Overall quality of the class: 4.56

Summary:

The best aspects of this course were the small class discussions held and facilitated by a very experienced professor. The professor had so much knowledge in his field and was able to present interesting and engaging topics in class. The worst aspects of the course were the dull class presentations and activities which meant there was less teaching going on by the professor. The course would improve if there were more lectures by the professor, more discussions and more homework or other types of assignments spread throughout the semester. Prospective students should have an interest in microbiology and should know that this class is participation and presentation-based.

**AS.020.123.01**

**Genetics, Genomics and Evolution  
Joel Schildbach**

## **BIOLOGY**

Overall quality of the class: 4.04

### **Summary:**

The best aspects of the course included the interesting subjects covered such as genetics, as well as the lab experiments. The worst aspect of the course was its lack of organization. There were no notes, study materials or learning materials to help students study for the exams. The course would improve if there was more structure to the curriculum and provision of supplementary materials to help students retain the content. Prospective students should be open to learning about biological topics through their own personal research and should ensure they attend all classes so they won't be lost in the course.

### **AS.020.136.01-02**

#### **Phage Hunting II**

**Emily Fisher, Joel Schildbach**

Overall quality of the class: 4.81

### **Summary:**

The best aspects of the course included the overall environment created by the helpful and very experienced professor. The students got to do lots of hands-on lab activities and were able to learn about real research and biology related programs going on in the real world. The worst aspects of the course included the gene annotation assignments which students found boring and tedious, as well as the monotonous and repetitive structure of the class after some time. The course would improve if there was a little more time in lab so that more experiments could be done. Prospective students should expect a fun and exciting class on Phage Hunting in which they will learn so much and appreciate the applicable experience.

### **AS.020.152.01-02**

#### **General Biology II**

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

Overall quality of the class: 3.79

### **Summary:**

The best aspects of the course included the organized lecture slides, podcasts, and the available materials for students to get a better grasp of the content. The worst aspects of the course included the constant biome assignments and the hefty amount of content that had to be learned within short periods of times. There were often more than 4 chapters in each exam and students felt themselves having to memorizing too much content for each exam. The course would improve if the lectures were more focused on specific material and actual content that would be covered in exams. It would also improve if the biome assignments were completely removed from the course as they were overwhelming for students and often unrelated to what they were learning. Prospective students should endeavor to attend all class, take notes, and study very hard as there is a lot of material to cover in the course.

### **AS.020.154.01-05**

#### **General Biology Lab II**

**Rebecca Pearlman**

## **BIOLOGY**

Overall quality of the class: 3.85

### **Summary:**

The best aspects of the course included the fun and enjoyable labs where students got a chance to learn hands-on and even do some dissecting. The worst aspects of the course included the time consuming and occasionally disorganized labs, as well as the insufficient amount of lab materials available. There were often lots of assignments associated with labs making students to feel rushed and pressured. The course would improve if the labs were better organized and stocked with enough equipment for students in the class to use. Prospective students should expect a fairly easy biology lab with lots of engaging lab experiments and lots of dissections to partake in.

### **AS.020.162.01**

#### **Biology Workshop II**

**Rebecca Pearlman**

Overall quality of the class: 3.77

### **Summary:**

The best aspect of the course was the laidback atmosphere where students learned interesting biology topics. The worst aspect of the course was the structure, with many of the topics being scattered and unrelated. Students were often unclear of the course's expectations and felt that some topics were not covered in enough detail. The course would improve if there were more in-depth lessons on some of the topics and if the curriculum were better structured. Prospective students should expect a really light workload in this simple one-credit bio course with lots of exciting material to learn.

### **AS.020.306.01**

#### **Cell Biology**

**Emily Fisher, Trina Schroer, Kathryn Tifft, Beverly Wendland**

Overall quality of the class: 3.98

### **Summary:**

The best aspects of this class were that resources were widely available to the students, and the instructors' willingness to help. Students appreciated the recitations, online lecture summaries/notes, and the instructors' knack for making lectures both interactive and interesting. Some students felt that the rapidity of concepts covered made the content difficult to grasp, that the amount of memorization required was unreasonable, and that the exams were worded, phrased and/or structured in a deceiving manner. Suggestions for improvement included adding the option for students to drop his/her lowest test grade, assigning more homework to enhance student test preparedness, and having the lessons aligned so that the delivery of information is more fluid when being taught by different instructors. Prospective students should be prepared to study hard, keep up with the reading assignments, and take full advantage of recitations and office hours.

### **AS.020.312.01**

#### **Intro to the Human Brain**

**Edward Hedgecock**

Overall quality of the class: 2.94

## **BIOLOGY**

### **Summary:**

The best aspects of this course were the tests that reliably corresponded with class content and the availability of lecture notes on Blackboard. Some students appreciated the 6-assessment grading system because it provided multiple opportunities to raise their grade while some students felt that the six assessments given were too frequent and demanding. Also, a number of students mentioned that the instructor was too soft-spoken, often making it difficult to follow along during a lecture. Suggestions for improvement included returning assessment grades faster and providing a clearer, more organized method for delivering lectures. Prospective students are encouraged to take advantage of the available study guides and PowerPoint slides.

### **AS.020.316.01-10**

#### **Cell Biology Lab**

**Robert Horner**

Overall quality of the class: 3.17

### **Summary:**

The best aspects of this course were labs that aligned well with the content being taught in class, the thorough directions provided for each experiment, and the self-explanatory lab manuals. Students also appreciated the relevant hands-on experience and learning how to use a microscope. Some students felt that having their grade rely so heavily on the practical was unfair and that it created a competitive environment in the laboratory. Suggestions for improvement included lessening the weight of the final grade percentage on the practical and restructuring the course so that grades are not primarily reliant upon student performance. Prospective students should be prepared to study, devote a good deal of time to the lab, and predominantly focus on his/her performance on the practical.

### **AS.020.332.01**

#### **Photosynthesis by Land and Aquatic Organisms**

**Robert Horner, E. Moudrianakis**

Overall quality of the class: 4.19

### **Summary:**

The best aspects of this class were the engaging, often fun lectures coupled with the intriguing course material. The students appreciated that the instructors provided content in relatable, relevant ways. Some students felt that it was difficult to know where their grades stood because exams were not returned to them. Suggestions for improvement included regularly providing feedback on students' grades and performances and offering opportunities, more than 2 exams, for students to improve their grade percentages. Prospective students should be aware that their grades are based solely on two exams and that attending the class is absolutely crucial.

### **AS.020.337.01**

#### **Stem Cells & the Biology of Aging & Disease**

**Barry Zirk**

Overall quality of the class: 4.26

## **BIOLOGY**

### **Summary:**

The best aspects of this course were the guest lecturers whose diverse lessons both provided comprehensive knowledge of the course content and engaged students in lectures on cutting-edge research and theories. Some students felt that the grading system was inconsistent. Suggestions for improvement included adhering to a grading system at the beginning of the semester and providing assignments through the duration of the course to improve students' grade percentages. Prospective students should be aware that attendance is crucial because of the amount of material covered in each class.

### **AS.020.346.01**

#### **Immunobiology**

**Michael Edidin**

Overall quality of the class: 4.14

### **Summary:**

The best aspect of this course was the instructor's thorough, often entertaining lectures. Also, the integration of information delivered both from the texts and the lectures provided the students with a reliable, comprehensive understanding of the immune system. Some students felt that the instructor covered the material too fast, and that due to the rapidity of his writing on the blackboard, it was difficult to follow along. Suggestions for improvement included providing students both with pre-lecture notes and access to past exams. Prospective students should be prepared to read the text thoroughly, take effective notes, and attend each lecture.

### **AS.020.363.01**

#### **Developmental Biology**

**Carolyn Norris, Mark Van Doren**

Overall quality of the class: 3.79

### **Summary:**

The best aspects of this course included the intriguing material covered, the engaging manner in which the instructors delivered the information, and in particular, the lectures given by Dr. Van Doren. Students appreciated that previously-learned content was integrated comprehensively into the course material. Some students had trouble following the lectures of Dr. Norris. Suggestions included assigning homework in order to give students the opportunity to raise his/her grade while simultaneously checking their comprehension of the material and utilizing a different textbook. Prospective students should be prepared to take notes during lecture, attend class, and pay attention.

### **AS.020.370.01**

#### **Emerging Strategies and Applications in Biomedical Research**

**Samer Hattar**

Overall quality of the class: 3.63

### **Summary:**

The best aspects of this course included the interesting, relevant material that was both current and cutting-edge; the instructor had great enthusiasm while lecturing, as well as his availability to help

## **BIOLOGY**

outside of class. Students appreciated that the material focused a great deal on various means of research methodology. Many students felt that the instructor did not provide consistent, sufficient feedback. Suggestions included giving students regular feedback on their progress and returning graded work sooner rather than at the end of the semester. Prospective students should be prepared to do a good deal of reading/analyzing research literature and to come in with a solid understanding of cell biology, biochemistry, and genetics.

### **AS.020.373.01-04**

#### **Developmental Biology Lab**

**Carolyn Norris**

Overall quality of the class: 3.51

#### **Summary:**

The best aspects of this course included the engaging, often fun lab experiments and that the class projects provided a certain level of independence that students found both encouraging and invaluable. Some students felt that Dr. Norris was not available enough. Students also mentioned that many of the lab experiments were not completed. Suggestions included more feedback throughout the project duration and better management/organization of the class. Prospective students should be well-organized in preparation for independent experimentation.

### **AS.020.420.01**

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

**Jef Boeke, Karen Zeller**

Overall quality of the course: 4.67

This class had 5 or fewer comments.

### **AS.020.442.01-02**

#### **Mentoring In Biology**

**Rebecca Pearlman, Richard Shingles**

Overall quality of the course: 4.61

#### **Summary:**

Some of the best aspects of this course included the opportunity to mentor others and improve interpersonal skills while simultaneously reviewing fundamental biology concepts. Some mentors felt that not enough students took advantage of this service. Suggestions included finding a way to make this service more appealing to those who would benefit from the program. Also, one suggestion was to require that students check out the biome equipment. Prospective mentors should know that it's important to keep up with the material students are learning and that taking this course is a beneficial opportunity to review and relearn fundamental biology concepts.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.580.112.01  
BME Design Group  
Robert Allen**

Overall quality of the course: 3.93

**Summary:**

The best aspects of this course included the exposure to various disciplines of engineering and business, the hands-on work and real-life applications, as well as the immersion into biomedical engineering as part of a design team. Some students felt the lectures were inefficient. Students also felt they were not given enough time before the instructor announced a deadline for an assignment. Suggestions included better organization and elimination of the quizzes. Prospective students should know that being part of a design team in this class is a huge commitment, but they will find the experience incredibly beneficial.

**EN.580.200.01  
Introduction to Scientific Computing in BME using Python, Matlab, and R  
Michael Beer**

Overall quality of the course: 4.10

**Summary:**

The best aspects of this course included the fundamental components of computer science languages, the comprehension and ease with which the instructor introduced the material, the helpful and relevant textbook utilized, and the comprehensive content that helped familiarize students with a variety of programming languages. One student felt as though the instructor took too long to post grades online. Another student felt that assignments not given from the textbook were often unclear and difficult to understand. Suggestions included making a conscious effort to distribute the work evenly throughout the semester and incorporating more lessons with MATLAB. Prospective students should know that having background experience in computer programming is not necessary, but is extremely helpful.

**EN.580.202.01  
BME in the Real World  
Aleksander Popel**



## BIOMEDICAL ENGINEERING

Overall quality of the course: 4.21

### Summary:

The best aspect of this course included the opportunity to learn about the various fields of BME from professionals, as well as the intriguing material and guest lecturers. The class provided insight into the kinds of careers a person with a Biomedical Engineering degree can expect. One student felt that there were not enough opportunities for pupils to interact with the guest speakers. Other students felt that the class was cancelled too often and with too little notice. Suggestions for improvement included incorporating group discussions and encouraging more participation. Prospective students should know that this course is invaluable to future BMEs, but is not strictly for them.

### **EN.580.212.01**

#### **BME Design Group**

**Robert Allen**

Overall quality of the course: 4.33

### Summary:

The best aspects of this course included the opportunity students had to work in a team, as well as the critical and creative thinking that was encouraged. One student felt that the lectures were not relevant. Other students felt the presentation feedback was unhelpful and that the course was somewhat disorganized. The course would improve if there was better communication between the instructor and the students. Prospective students should know that this course requires a lot of time outside of the classroom working with fellow pupils.

### **EN.580.222.01-06**

#### **Systems and Controls**

**Michael Miller, Sridevi Sarma**

Overall quality of the course: 4.07

### Summary:

The best aspects of this course included the book of lecture notes provided at the beginning of the semester, and the challenges -- particularly theoretical -- brought forth by the instructor during lectures; also, both instructors made their expectations clear while presenting the material in engaging, thought-provoking ways. Some students felt they would have benefitted from more focused, concrete examples in the systems section of the course. Other students felt that, at times, the instructors would either skip through or skim over important derivations. Suggestions included providing more concrete examples, focusing on applications, and giving students a book of "important concepts" for the controls portion of the class. Prospective students should know linear algebra and differential equations; they should not fall behind in the reading and that it's beneficial to meet with the instructors during their office hours if they get stuck on difficult material.

### **EN.580.223.01-06**

#### **Models & Simulations**

**Michael Beer, Aleksander Popel**

## BIOMEDICAL ENGINEERING

Overall quality of the course: 3.40

### Summary:

The best aspects of this course included the material that covered a logical progression and that the models and examples were both interesting and applicable to real situations; also, students appreciated the opportunity to collaborate on the homework, that the instructor's manner of lecturing made concepts easier to comprehend, and that the two halves of the class complimented each other well. Some students felt that switching instructors halfway through the year made it difficult to learn new concepts; the homework expected in the second half of the course required unreasonable algebraic manipulation; there were not enough opportunities to work with biological applications; the exams did not reflect the lectures or assignments, and that the lectures were a bit dry. One suggestion included posting videos/recordings of previous lectures. Another suggestion was for the instructors to incorporate more clicker questions into the lectures. Prospective students should know differential equations, have experience with MATLAB, and be willing to work in collaborative teams on the homework assignments.

### **EN.580.312.01**

**BME Design Group**

**Robert Allen**

Overall quality of the course: 3.33

### Summary:

The best aspects of this course included learning the engineering product development process, getting the opportunity to design a useful product, and developing a viable business strategy to market the device students created. One student felt that the instructor didn't provide much guidance regarding presentation expectations. Some students felt the class was structurally disorganized. Suggestions included providing notifications regarding presentation format and deadlines, providing students with more useful feedback, and incorporating meetings with sponsors and advisors. Prospective students should know that this course is time-consuming but being on a design team, according to former pupils, is an invaluable experience.

### **EN.580.412.01**

**BME Design Group**

**Robert Allen**

Overall quality of the course: 3.40

### Summary:

The best aspects of this course included it being design-oriented, not textbook-oriented; also, students appreciated the opportunity to work in groups and interact with people who are experts in their specific BME field. One student felt that not all team judges were aware of the presentation rubrics or knowledgeable of project subject matter. Some students felt the lectures were disorganized and rushed. Suggestions included incorporating laboratory time for students to spend on projects, and making faculty members available to assist students with difficulties. Prospective students should know that in order to be successful in this class, significant time commitments are a must, especially since faculty assistance is limited.

## BIOMEDICAL ENGINEERING

### **EN.580.414.01**

#### **Design Team/Team Leader**

**Robert Allen**

Overall quality of the course: 3.69

#### **Summary:**

The best aspect of this course included the freedom to pursue a project along with the financial and expert support of faculty members. Students also appreciated the opportunity to be creative alongside fellow pupils. Some students felt the course was poorly organized and that the grading was disproportional to the amount of work they completed. One suggestion was to require the project judges to provide constructive feedback. Another suggestion was to provide a clearer delineation between what is taught and what is expected on tests and exams. Prospective students should know that this course requires a lot of time-commitment outside of the classroom but the experience of working alongside ones' peers is invaluable.

### **EN.580.420.01**

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

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

Overall quality of the course: 4.67

#### **Summary:**

The best aspects of this course included the hands-on experience, the workflows that were laid out in an organizational way, and the instructors, who were very approachable and eager to help. One student felt that the work was sometimes tedious and repetitive. Another student felt the grading system was unclear. Suggestions included providing reading material on some of the concepts discussed in class and giving students a clearer explanation of the grading system. Prospective students should know the class requires a good deal of time outside of class, but it's a definite for those who would like experience with Wetlab.

### **EN.580.422.01-04**

#### **Systems Bioengineering II**

**Eileen Haase, Xiaoqin Wang**

Overall quality of the course: 3.79

#### **Summary:**

The best aspects of this course included the interesting and engaging lectures, the exposure to a wide variety of topics without much repetition, and the opportunity to learn from multiple lecturers. Some students felt the quality between the various lecturers was astounding and that the 50 minute midterm was excessive. One student felt that, for an engineering course, there wasn't enough math involved. Suggestions included eliminating the final as cumulative, creating homework assignments that mirror the exam questions, and reducing the amount of questions for some of the labs. Prospective students should have some MATLAB experience and be prepared to use it outside of class; also, they should find a reliable partner with whom to complete the labs, otherwise they may find themselves doing all of the work.

## **BIOMEDICAL ENGINEERING**

### **EN.580.424.01-04**

#### **Systems Bioengineering Lab**

**Eileen Haase**

Overall quality of the course: 3.56

#### **Summary:**

The best aspects of this course included the labs that could potentially help integrate material learned in SBE with practical experience, the opportunity to conduct human research on oneself, and the intriguing and applicable labs. Some students found it frustrating when lab equipment didn't work. Some students felt the feedback from the instructor was too late; her expectations were often unclear and the labs were unorganized. Suggestions included providing students with clearer expectations pre-lab, eliminating the Winslow lab, and making the exams worth less credit. Prospective students should know that it's vitally important for them to read all the pre-lab information, to allocate a good deal of time to experiments and write-ups and to come to labs as prepared as one can possibly be.

### **EN.580.442.01**

#### **Tissue Engineering**

**Jennifer Elisseeff, Warren Grayson**

Overall quality of the course: 3.79

#### **Summary:**

The best aspects of this course included the material covered during lectures that was both interesting and relevant to tissue engineering research and applications; also, students appreciated the opportunity to learn about the current methods that researchers are using to develop different types of tissues and the chance to hold organs. Some student felt frustrated by the constant course schedule change and the fact that many of them did not know the instructor's expectations in regards to grading. Also, some students felt that the class was disorganized. Suggestions included integrating material from the two lecturers together to get a more comprehensive overview of the topic, using Blackboard to post grades and keeping homework assignments in separate folders, and providing students with clearer lecture slides. Prospective students should plan ahead and organize their time in order to properly prepare for the exams and effectively complete the midterm paper – the outcome of both is a large percentage of one's grade.

### **EN.580.452.01**

#### **Cell & Tissue Eng Lab**

**Eileen Haase**

Overall quality of the course: 3.57

#### **Summary:**

The best aspects of this course included the hands-on experience, tangibly learning about tissue engineering in the lab, and the diversity of topics explored. A couple students felt that the lab equipment wasn't up-to-date. One student felt the instructor could have made better use of class time. Suggestions included procuring new equipment and incorporating more lecture time. Prospective students should know that this is a useful course for anyone interested in cell and tissue engineering.

## **BIOMEDICAL ENGINEERING**

### **EN.580.455.01-02**

#### **Introduction to Orthopaedic Biomechanics**

**Robert Allen**

Overall quality of the course: 2.75

#### **Summary:**

The best aspects of this course included the interesting subject matter and the guest lecturers. Many students felt the instructor seemed unorganized, that the lecture material had little to do with the homework, the quizzes didn't test content from class, and that the instructor was unclear about what his expectations were. One suggestion was to incorporate a design project with better structure. Another suggestion included implementing some sort of organizational plan on the instructor's part. Prospective students are encouraged to manage their time with this course as best as they possibly can.

### **EN.580.466.01**

#### **Statistical Methods in Imaging**

**Bruno Jedynak**

Overall quality of the course: 4.00

This class had 5 or fewer comments.

### **EN.580.491.01**

#### **Learning Theory**

**Reza Shadmehr**

Overall quality of the course: 4.60

This class had 5 or fewer comments.

### **EN.580.581.01**

#### **Senior Design Project**

**Robert Allen**

Overall quality of the course: 2.88

#### **Summary:**

The best aspects of this course included the hands-on engineering experience and the opportunity to apply one's knowledge of material learned in prerequisite courses. One student felt there was not enough guidance from the instructor. Another student felt that he/she had to figure a lot of things out on his/her own and without the instructor's feedback or support. Suggestions included eliminating having to go to design lecture and providing students with more guidance throughout the semester. Prospective students are encouraged to get ahead of schedule with their design planning and execution.

### **EN.580.603.01**

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

**Soumyadipta Acharya**

## BIOMEDICAL ENGINEERING

Overall quality of this course: 4.00

This class had 5 or fewer comments.

### **EN.580.606.01**

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

**Lawrence Aronhime**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

### **EN.580.612.01**

#### **Medical Device Design and Innovation**

**Soumyadipta Acharya**

Overall quality of the class: 3.80

#### **Summary:**

The best aspects of this course included the freedom given to students on their individual projects, as well as the different opportunities students were exposed to in the field. The worst aspect of the course was its seemingly disorganized structure. The class requirements were not effectively communicated and students were not really directed on any of their assignments. The course would improve if it were better organized and if requirements were properly communicated. Prospective students should expect to spend most of the class working on a project which involves lots of research, report writing, reading, and presentations.

### **EN.580.620.01**

#### **Principles and Practice of Global Health Innovation and Design**

**Soumyadipta Acharya**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **EN.580.630.01**

#### **Theoretical Neuroscience**

**Kechen Zhang**

Overall quality of the class: 3.71

This class had 5 or fewer comments.

### **EN.580.642.01**

#### **Tissue Engineering**

**Jennifer Elisseff, Warren Grayson**

Overall quality of the class: 3.73

## BIOMEDICAL ENGINEERING

### Summary:

The best aspects of the course included the guest lecturers and the class discussions. The worst aspects of the course included the hefty and challenging homework assignments, as well as the exams. The students felt like the lecturers tried to cover so much material in a short time, making the course feel rushed. The course would improve if the syllabus was clearer and more organized with perhaps, a more streamlined approach with the homework assignments and projects. Prospective students should expect a challenging but manageable engineering course in which they will be successful if they put forth the effort.

### **EN.580.688.01**

#### **Foundations of Computational Biology & Bioinformatics II**

**Rachel Karchin**

Overall quality of the class: 3.86

### Summary:

The best aspects of the course included the practical, assignments, and lectures. The worst aspects of the course included the dull fast-paced lectures and lengthy homework assignments. Students found themselves learning the material on their own and therefore were not motivated to actively engage in the lectures. The course would improve if there were more supportive texts and materials for students to learn the content, as well as more assignments and lessons on some of the problems. Prospective students must be familiar with programming and should prepare for lots of work to be successful in this course.

### **EN.580.691.01**

#### **Learning Theory**

**Reza Shadmehr**

Overall quality of the class: 4.33

### Summary:

The best aspects of the course included the interesting material that was well covered in lectures and the assignments that helped to reinforce the material. The worst aspects of the course included the hefty and sometimes unclear homework assignments. Students also felt that some of the mathematical concepts used to teach the course were weak. The course would improve if some of the mathematical concepts were reviewed before incorporating them into the lessons so that students could understand how they are integrated into learning theory. Prospective students should be comfortable with linear algebra, probability, dynamic systems, and statistics before taking this course.

### **EN.580.737.01**

#### **Distinguished Lecture Series in Computational Medicine**

**Feilim Mac Gabhann, Sridevi Sarma**

Overall quality of this course: 4.50

This class had 5 or fewer comments.

## **BIOMEDICAL ENGINEERING**

**EN.580.802.01**

**Rsrch in Biomed Engr**

**Kevin Yarema**

Overall quality of this course: 5.00

This class had 5 or fewer comments.



**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.250.106.01**

**Intro Biomed Rsch/Careers I**

**P Huang**

Overall quality of the class: 4.56

**Summary:**

The best aspects of the course included the guest speakers who provided insightful views into the field. Also, the professor and the guest speakers always engaged in amazing dialogue which allowed students to participate and learn. The worst aspect of the course was the scheduled class time which was late enough to sway students from paying attention. The course would improve if the class was scheduled earlier in the day and if students had more guidance on their term papers. Prospective students should expect a fantastic course with a light workload and lots of great guest speakers.

**AS.250.205.01**

**Introduction to Computing**

**Carolyn Fitch**

Overall quality of the class: 4.44

**Summary:**

The best aspect of the course was the general overview of computing language it provided students. The worst aspects of the course included the lack of feedback on assignments and the lack of adequate coverage on certain topics in class. Students felt that the course was somewhat disorganized and that the assignments had vague deadlines. The course would improve if the overall structure of the class was sorted out to have more effective use of class time. Prospective students should expect some challenge and be willing to dedicate some extra time to learning the material.

**AS.250.253.01**

**Protein Engineering and Biochemistry Lab**

**Carolyn Fitch**

Overall quality of the class: 3.75

## BIOPHYSICS

This class had 5 or fewer comments.

### **AS.250.265.01**

#### **Introduction to Bioinformatics**

**Patrick Fleming**

Overall quality of the class: 4.91

#### Summary:

The best aspects of the course included the interesting course material and the professor. The lectures were informative and well-organized. The worst aspects of the course included the assigned lab readings and the difficulty level of the course for students who did not have prior Biochemistry knowledge. The course would improve if there were more homework assignments and exams spread throughout the semester to give students a better understanding of the concepts. Prospective students should ensure they attend all classes and keep up with the lectures and labs.

### **AS.250.300.01**

#### **Intro Biomed Rsch/Careers II**

**P Huang**

Overall quality of the class: 4.90

#### Summary:

The best aspects of the course included the engaging guest lectures and exciting topics. The worst aspects of the course included the lack of feedback on assignments and the class's scheduled time. Students were also not very active in the lectures and discussions. The course would improve if students had feedback on their assignments and perhaps background information on all guest lecturers so that they could initiate interesting questions and have good discussion sessions. Prospective students should expect an easy course in which they will learn insightful information about Biomedics.

### **AS.250.307.01**

#### **Biochemistry**

**Patrick Fleming**

Overall quality of the class: 4.56

#### Summary:

The best aspects of the course included the friendly and knowledgeable professor, as well as the discussions and concepts focused on in class. The worst aspects of the course were the dense readings and difficult quizzes. The quizzes were worth a high percentage of grades and many of the students found the material very difficult. The course would improve if the grading system could be revisited and if there were more lessons and practice problems on the material. Prospective students should know that this course is time consuming because there is lots of studying to do.

### **AS.250.372.01**

#### **Intro Biophysical Chem**

**Doug Barrick**

## BIOPHYSICS

Overall quality of the class: 4.72

### Summary:

The best aspects of the course were the lecturer and the subject material. The professor delivered good lectures and kept the class engaged in the challenging material. The worst aspects of the course included the somewhat complex exams and concepts that some students struggled to grasp. The course would improve if there was more review or training on the mathematical programs. It would also help if the homework assignments could be reviewed to help students better understand. Prospective students should ensure they attend all classes and constantly review the concepts to do well in this fairly interesting course.

### **AS.250.411.01**

#### **Advanced Seminar in Structural Biology of Chromatin**

**Gregory Bowman**

Overall quality of the class: 4.89

### Summary:

The best aspects of the course included working with the PyMOL program and learning applicable research evaluating methods. The worst aspects of the course included the lack of feedback on the weekly homework questions and the hefty readings. There was a lot of work to keep up with in the class and at times the PyMOL assignments were hard to follow. The course would improve if the students had better study guides and supplemental assistance with assignments and concepts. Prospective students should know that this course offers an effective way to help them communicate scientific ideas and it involves lots of reading.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.375.116.02-03**

**First Year Arabic II**

**Fadel Abdallah, Khalil Tahrawi**

Overall quality of the class: 3.88

**Summary:**

The best aspects of the course included the helpful professors, the small class size, and the laidback environment in which students got to learn the content. The worst aspects of the course included the excessive focus on homework assignments and the unorganized format in which students received their assignments. They were not always clear on what was due and when it was due. The course would improve if there were more listening and speaking practice assignments, as well as a better class structure. Prospective students should expect the language to be fairly difficult and should allot lots of practice time outside of class.

**AS.375.216.01-02**

**Second Year Arabic II**

**Fadel Abdallah**

Overall quality of the class: 3.79

**Summary:**

The best aspects of this course included the small class size, the kind professor, and the overall classroom atmosphere. The worst aspect of the course was the excessive emphasis on the textbook which prevented students from doing much learning outside of class. Students felt there was not enough speaking and grammar practices to help them actually learn the language. The course would improve if students had more practice assignments and lessons to help reinforce their knowledge of the language. Prospective students should ensure they motivate themselves in the class and outside of class because the language is not an easy one to learn.

**AS.375.302.01**

**Third Year Arabic II**

**Fadel Abdallah**

## CENTER FOR LANGUAGE EDUCATION: ARABIC

Overall quality of the class: 3.83

### Summary:

The best aspects of this course included the enthusiastic professor and the small community-size atmosphere created in the classroom. The worst aspects of the course included the language itself as students found it very difficult to grasp. Also, the students believed they didn't learn as much as they could have because there were not enough incentives to do the work. The course would improve if students had more practice assignments that forced them to speak and write in Arabic. Prospective students should expect an interesting class, but must be prepared to learn the tough language.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.373.112.01-02  
First Year Heritage Chinese II  
Liman Lievens**

Overall quality of the class: 4.82

**Summary:**

The best aspects of the course included the effective and constant use of the language in dialogue and in writing. The professor showed lots of enthusiasm for the course and created a relaxed atmosphere for the students to learn the material. The worst aspects of the course included the amount of work and memorization students had to do. The course would improve if there were more writing and oral practice exercises. Prospective students should be prepared to do the work and study hard in order to be successful in this course that assumes previous Chinese background.

**AS.373.116.01-04  
First Year Chinese II  
Lu Li, Nan Zhao**

Overall quality of the class: 4.54

**Summary:**

The best aspects of the course were the helpful professors and the friendly environment created for the students to learn the material. The constant quizzes and conversation practice really helped ensure the students were retaining the material. The worst aspects of the course included the heavy course load and assignments which some students found difficult to keep up with. The course would improve if the classes were smaller and if perhaps the teaching went at a pace that students could keep up with. Prospective students should prepare themselves for the heavy workload.

**AS.373.212.01-02  
Second Year Heritage Chinese II  
Aiguo Chen**

Overall quality of the class: 3.91

## CENTER FOR LANGUAGE EDUCATION: CHINESE

### Summary:

The best aspects of the course included the clear grading structure and the ample opportunities for students to improve on their Chinese through written and listening exercises. The worst aspects of the course were the heavy amounts of vocabulary that had to be memorized, along with the lack of clarity on some assignments and grammar structures. The course would improve if there were more opportunities for students to practice the spoken language and if there was more clarity on assignments. Prospective students should be prepared for a fair amount of work that involves lots of speaking, writing, and listening exercises.

### **AS.373.216.01; 03**

#### **Second Year Chinese II**

**Aiguo Chen, Nan Zhao**

Overall quality of the class: 4.46

### Summary:

The best aspect of the course was the fun class atmosphere in which students were able to learn Chinese. Both professors showed a lot of enthusiasm for the course and were genuinely interested in helping the students master the language. The worst aspects of the course included the heavy workload and the quick pace that the students had to learn and review the information. The course would improve if it went at a slower pace and if there were more activities like field trips to give students more opportunities to practice the language and have conversations in Chinese. Prospective students should endeavor to constantly review the material and stay on top of the seemingly heavy workload to fully enjoy the experience.

### **AS.373.314.01**

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

**Aiguo Chen**

Overall quality of the class: 3.75

### Summary:

The best aspects of this course included the applicable topics that were discussed in class. The professor was extremely enthusiastic about the course, very helpful to students, and always gave useful feedback. The worst aspects of the course included the frequent essay assignments and heavy quiz load which was always filled with a high level of vocabulary words that students had to memorize. The course would improve if the class were more structured at a better pace and with more activities that encouraged student participation. Prospective students should know that the course is relatively manageable and as long as they spend time studying the material, they will be successful.

### **AS.373.316.01**

#### **Third Year Chinese II**

**Liman Lievens**

Overall quality of the class: 4.60

### Summary:

## CENTER FOR LANGUAGE EDUCATION: CHINESE

The best aspect of the course was the professor who showed genuine excitement for the material and the students. The professor was really helpful and engaged the class in meaningful class discussions and topics. The worst aspects of the course included the frequent assignments and the infrequent meeting times. The course would improve if the class met more often and if the class length was perhaps, shortened. Prospective students should be prepared to attend every class, challenge themselves, and complete every assignment for a successful semester.

**AS.373.416.01**

**Fourth Year Chinese II**

**Liman Lievens**

Overall quality of the class: 4.71

Summary:

The best aspect of the course was the caring and passionate professor. The classes were fun but also informative, and many students learned a lot. The worst aspect of the course was the slow pace in which the class went because students didn't have much work to help them improve on their skills. The course would improve if there could be more variety in the form of textbooks and different class discussions. Prospective students should know that this course involves lots of little typed essays and is somewhat of a refresher course for those who have already some knowledge of the language.



**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.381.102.01-02**  
**Beginning Hindi II**  
**Uma Saini**

Overall quality of the class: 4.80

Summary:

The best aspect of the course was the interactive and enthusiastic professor whose teaching methods were very helpful to students. The worst aspect of the course was the fast pace the class often went in. There were constant assignments and quizzes which made students sometimes confused. The course would improve if there were more supplemental activities and assignments in order to take the focus off of the quizzes. Prospective students should prepare to spend lots of time practicing the language and ensure they always do the homework assignments.

**AS.381.202.01**  
**Intermediate Hindi II**  
**Uma Saini**

Overall quality of the class: 4.86

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.378.116.01-03  
First Year Japanese II  
Mayumi Johnson, Makiko Nakao**

Overall quality of the course: 4.48

**Summary:**

One of the best aspects of this course was how the conversation class helped students learn and understand the language. Students also appreciated the instructors’ enthusiasm. Some students felt that the daily homework assignments were a bit tedious. Suggestions included giving students the option to check their grades/progress online and allowing students more time to prepare for quizzes. Prospective students should practice as often as possible, keep up with the work, and ask the instructors for help as needed.

**AS.378.216.02  
Second Year Japanese II  
Satoko Katagiri**

Overall quality of the course: 4.86

**Summary:**

The best aspects of this course were the extensive examples provided for each lesson and the daily practice of new language material (grammar and vocabulary). Students also appreciated the small instructor/student ratio. Some students felt that the conversational class structure was too loose and that not enough time was devoted to lectures. Suggestions included giving feedback during conversational class and making extra credit work available. Prospective students should be prepared to have fun, but to also devote a lot of time and energy into the coursework.

**AS.378.316.01  
Third Year Japanese II  
Satoko Katagiri**

Overall quality of the course: 3.25

## **CENTER FOR LANGUAGE EDUCATION: JAPANESE**

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.380.102.01  
First Year Korean II  
Choonwon Kang**

Overall quality of the class: 4.40

**Summary:**

The best aspect of this course was the approachable and effective professor who taught at a steady pace for students to understand the material. The classroom activities were fun and useful for the students to grasp the language fairly well. The worst aspects of the course included the quizzes as they were solely based on vocabulary that many students were not always comfortable with. The course would improve if there were more listening and speaking projects, as well as more class time to learn the language. Prospective students should expect a great class in which they will improve on their Korean language skills if they show interest in the course and do all of their assignments.

**AS.380.202.01  
Second Year Korean II  
Choonwon Kang**

Overall quality of the class: 4.85

**Summary:**

The best aspect of this course was the helpful, kind, and organized professor, whose effective teaching skills helped students enjoy the learning. The worst aspect of the course was the fast pace the class went, as some students felt the work was at times rushed and hefty. Also students were on different levels in their understanding of the language and wished they had some more practice with speaking and conversing in Korean. The course would improve if there were more class discussions and more class time to cover the material. Prospective students should have a previous background in Korean and should complete all the assignments efficiently to do well in the course.

**AS.380.302.01  
Third Year Korean II  
Choonwon Kang**

## **CENTER FOR LANGUAGE EDUCATION: KOREAN**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.377.132.01  
Elementary Russian II  
Olya Samilenko**

Overall quality of the class: 4.80

**Summary:**

The best aspect of the course was the fast pace in which students got to learn the Russian language. The professor was amazing and students found her very helpful. The worst aspects of the course were the daily homework assignments and the early morning class period. The course would improve if there was more creativity with the learning and less dependency on the textbooks. Prospective students should be prepared for a fast-paced course with lots of homework and quizzes to help them learn the language quickly.

**AS.377.209.01  
Advanced Russian Grammar  
Annalisa Czczulin**

Overall quality of the class: 4.44

**Summary:**

The best aspects of this course were the approachable and helpful instructor and the manageable tests that were preceded by lots of practice. The worst aspects of the course included the class grammar projects and the extensive focus on the textbook. The course would improve if there were more speaking exercises in class. It would also help the course if there was less emphasis on the textbook, so that students would be given more creative ways to learn the language. Prospective students should be prepared for the daily work-load in this enjoyable Russian language course.

**AS.377.318.01  
Chekov and the Short Story  
Olya Samilenko**

Overall quality of the class: 4.00

**CENTER FOR LANGUAGE EDUCATION: RUSSIAN**

This course had 5 or fewer students.

**AS.377.396.01**

**Senior Seminar II: Russian Poetry**

**Olya Samilenko**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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:

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

**EN.540.202.01-02**

**Introduction to Chemical & Biological Process Analysis**

**Lise Dahuron**

Overall quality of the course: 4.15

**Summary:**

The best aspects of this course included the instructor’s enthusiasm and the ways in which the instructor tied the subject material into the lectures and assignments. Some students felt that the amount of homework assigned was excessive. One student felt the PILOT sessions were not useful since the examples solved were not 100% representative. Suggestions included providing more consistent tests and varied examples, as well as incorporating more graphics/videos to show how chemical engineers analyze processes in the real world. Prospective students should know this is a good course in which to determine whether chemical engineering is one’s ideal focus or not.

**EN.540.203.01-02**

**Engr Thermodynamics**

**Joelle Frechette**

Overall quality of the course: 3.92

**Summary:**

The best aspects of this course included the in-depth exposure to thermodynamic concepts, the generous course policies, the applicable homework problem sets, and the instructor’s enthusiasm for the course material. Some students felt that the amount of time outside the classroom required to complete homework was excessive and frustrating. One suggestion included incorporating a discussion on “big picture” topics: applications and implications of the thermodynamic principle. Another suggestion included eliminating the current textbook and using one that is less antiquated and easier to follow. Prospective students are encouraged to take thorough notes, to ask for help with assignments, and to get an early start on the problem sets.

**EN.540.301.01**

**Kinetic Processes**



## CHEMICAL AND BIOMOLECULAR ENGINEERING

### **Honggang Cui**

Overall quality of the course: 4.28

#### Summary:

The best aspects of this course included the instructor's consistent requests for student feedback; also, students appreciated the useful textbook and the intriguing material. Some students felt the coding assignments were too tedious. One student felt that Polymath was inconvenient for students who used Macs. Suggestions included incorporating more MATLAB training/guidance and less reliance on PowerPoint lectures. Prospective students should know the course is heavily concept-based and coding is an essential facet.

### **EN.540.301.02**

#### **Kinetic Processes**

#### **An Goffin**

Overall quality of the course: 4.22

#### Summary:

The best aspects of this course included the clear application of previously-learned material, the organized lectures, and the relevant, easy-to-understand textbook. Some students felt that the MATLAB assignments were too challenging and excessively difficult. One suggestion included devoting one day to MATLAB and to the types of equations students would need to know when plotting. Another suggestion included moving the recitations to an afternoon other than Friday. Prospective students are encouraged to attend every lecture and keep up with the homework as it is often quite time-consuming.

### **EN.540.303.01**

#### **Transport Phenomena I**

#### **K Konstantopoulos**

Overall quality of the course: 4.03

#### Summary:

The best aspects of this course included the class notes that were posted on Blackboard, the instructor's dynamic and intriguing lecturing style, and the helpful recitations. One student felt the class examples were often abstract and inclusive of impractical derivations. Another suggestion was to hand back the homework packets faster than they were previously returned. Suggestions included spending more time on macroscopic balance and mass transfer, in addition to incorporating more consistent usage of the formula sheets. Prospective students should have a solid understanding of Physics and Calculus III; also, it's imperative that they attend every recitation session.

### **EN.540.306.01**

#### **Chem & Bio Separation**

#### **Michael Betenbaugh**

Overall quality of the course: 3.11

#### Summary:

## CHEMICAL AND BIOMOLECULAR ENGINEERING

The best aspects of this course included the variety of assignments, the instructor's enthusiasm, and the computer projects on distillation. One student felt the coding assignments seemed arbitrary. Another student felt the instructor was often unprepared. Suggestions included providing more explicit instructions for projects, allowing students more time with the midterm, and giving students feedback on a regular basis. Prospective students should know this course is time-consuming and work-intensive, but that help is always available.

### **EN.540.314.01**

#### **Chem Eng Product/Process Design**

**Marc Donohue**

Overall quality of the course: 4.36

#### **Summary:**

The best aspects of this course included the opportunity to utilize one's creative side, the instructor's helpful feedback, and the level of independence given to students because it challenged them with their product designs and gave them a sense of pride once the designs were completed. One student felt the expectations regarding assignments were sometimes unclear. Some students disliked the use of Aspen. Suggestions included incorporating more guidance with Aspen and requiring students to build prototypes. Prospective students are encouraged to decide on a project early.

### **EN.540.314.02; 04**

#### **Chem Eng Product/Process Design**

**An Goffin**

Overall quality of the course: 3.73

#### **Summary:**

The best aspects of this course included the freedom to choose what to design, the instructor's consistent feedback, the poster session/presentation experience, and the opportunity to be creative. One student felt it was difficult to adequately split his/her time between two major projects (the process and product projects). Another student felt one of the instructors were not always able to answer questions thoroughly, particularly when Aspen simulations were concerned. Suggestions included providing students with a minimal amount of funding and clarifying grade expectations at the beginning of the semester. Prospective students are encouraged not to procrastinate and to choose his/her group members wisely.

### **EN.540.314.03**

#### **Chem Eng Product/Process Design**

**Lise Dahuron**

Overall quality of the course: 3.63

#### **Summary:**

The best aspects of this course included the chance to mix creativity and engineering skills, the opportunity to research and design products, and the chance to work in a group setting. One student felt that too many deadlines were crammed into the final week of the semester. Another student felt the course lacked a sense of structure. Suggestions included adopting a senior design structure similar to

## CHEMICAL AND BIOMOLECULAR ENGINEERING

those of the Mechanical or Biomedical Engineering departments; also, extending the class to a yearlong commitment. Prospective students should be prepared to spend a lot of time with their design team and should expect a heavy workload.

### **EN.540.403.01**

#### **Colloids and Nanoparticles**

**Michael Bevan**

Overall quality of the work: 4.13

#### **Summary:**

The best aspects of this course included the mathematical models of nanoparticle properties, the lectures that were both informative and well-structured, and the overall absence of homework. One student felt there should have been more feedback from the instructor on his/her paper. Another student found it difficult to apply the topics learned in class to his/her research. Suggestions included incorporating more modeling and providing clearer guidelines/rubrics. Prospective students should know this course is invaluable in regards to expanding one's research ability and methods exposure.

### **EN.540.405.01**

#### **The Design of Biomolecular Systems**

**Rebecca Schulman**

Overall quality of the course: 4.45

This class had 5 or fewer comments.

### **EN.540.407.01**

#### **Current Topics in Functional Molecular Assembly**

**Honggang Cui**

Overall quality of the course: 4.40

This class had 5 or fewer comments.

### **EN.540.419.01**

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

**Lise Dahuron, Joelle Frechette**

Overall quality of the course: 4.64

#### **Summary:**

The best aspects of this course included the hands-on work, the opportunity to design one's own experimental methods and chemical mechanisms from scratch, and the chance to work in groups. One student felt the required workload was excessive. Another student felt that clearer guidelines should have been given to the students. Suggestions included allowing students to know what each sub-team was working on, and incorporating stricter deadlines for completing the various components. Prospective students should know that they are tested and expected to present on a weekly basis.

## CHEMICAL AND BIOMOLECULAR ENGINEERING

### **EN.540.421.01**

#### **Project in Design: Pharmacodynamics**

**Marc Donohue**

Overall quality of the course: 4.17

#### **Summary:**

The best aspects of this course included the flexible meeting times, the hands-on experience, and the one-on-one interaction with the instructor. One student felt the amount of presentations required over the course of a semester was excessive. Another student found the final exam a big jump in difficulty compared to previous exams from the same semester. Suggestions included incorporating a modern textbook on proper pharmacodynamic modeling in MATLAB; also, providing students with clearer expectations/guidelines on assignments, particularly the final. Prospective students should know this course requires a lot of independent research but provides them with invaluable fundamental knowledge on pharmacokinetics.

### **EN.540.437.01**

#### **Application of Molecular Evolution to Biotechnology**

**Marc Ostermeier**

Overall quality of the course: 3.88

#### **Summary:**

The best aspects of this course included the comprehensive overview of methods for directed evolution of proteins and applications, the case studies that helped illustrate the case studies presented by the instructor, and the instructor's enthusiasm for the content. Some students felt that their grade being so heavily reliant on two exams put undue stress on them. Another student wished that the course notes had been posted online. Suggestions included providing students with more supplemental material and giving them a clearer indication of exam/presentation/classroom expectations. Prospective students should know that their final grade consists of the combined percentages between two exams.

### **EN.540.459.01**

#### **Bioengineering in Regenerative Medicine**

**Sharon Gerecht**

Overall quality of the course: 3.86

#### **Summary:**

The best aspects of this course included the group presentations, the opportunity to learn about cutting-edge research, and the light workload. One student felt the tests were poorly written. A few students felt the multiple-choice exam format was designed specifically to trick them. Suggestions included assigning less reading material and utilizing a textbook to supplement the lectures. Prospective students are encouraged to thoroughly take notes and to read the articles assigned, particularly right before an exam is administered.

### **EN.540.603.01**

#### **Colloids and Nanoparticles**

**Michael Bevan**

## CHEMICAL AND BIOMOLECULAR ENGINEERING

Overall quality of the course: 4.20

Summary:

The best aspects of this course included the broad range of materials utilized, the exposure and emphasis on the current state of the field, and the thought-provoking in-class discussions. Some students felt that the strict “group-based” format made work completion and research difficult if one was stuck with a bad partner. One suggestion included incorporating more rigorous equations. Another suggestion was to allow students to complete at least one paper independently. Prospective students should know that this class consists of group-based activities.

### **EN.540.605.01**

#### **The Design of Biomolecular Systems**

**Rebecca Schulman**

Overall quality of the course: 4.36

Summary:

The best aspects of this course included the access to cutting-edge research published in recent journal articles, the intriguing lectures, and the instructor who was very enthusiastic and approachable. Some students felt the quizzes were excessively difficult to prepare for. One suggestion was to integrate real data with some of the predictive algorithms. Another suggestion included a second pair of eyes for the instructor, who often handed out homework with a lot of typos and errors. Prospective students should know it is highly advantageous to have some exposure to MATLAB and basic ODEs before taking this course.

### **EN.540.637.01**

#### **Application of Molecular Evolution to Biotechnology**

**Marc Ostermeier**

Overall quality of the course: 4.00

Summary:

The best aspects of this course included its organization, the concise manner with which the instructor lectured, and the intriguing material. Some students felt that not enough homework was assigned and that they would have liked the opportunity to raise their grade percentages. One suggestion included assigning a textbook and weekly problem sets. Another suggestion included incorporating review sessions. Prospective students should know that this class does not consist of many graded assignments, and it's important to study for the exams.

### **EN.540.641.01**

#### **Micro- and Nanoscale Transport Phenomena**

**Zachary Gagnon**

Overall quality of the course: 4.67

Summary:

## CHEMICAL AND BIOMOLECULAR ENGINEERING

The best aspects of this course included the instructor touching on topics beyond micro- and nanoscale transport phenomena; also, the homework sets helped student better understand theory and the instructor made it clear he was genuinely invested in the students learning the material. One student felt he/she could have used more time on the final project. Another student felt there were too few homework assignments given out. Suggestions included incorporating more focus on applications and providing students with more instruction on electrokinetics. Prospective students should have a very strong math background for this course and should know that it is more practical than theory-based.

### **EN.540.659.01**

#### **Bioengineering in Regenerative Medicine**

**Sharon Gerecht**

Overall quality of the course: 4.11

#### Summary:

The best aspects of this course included the interesting subject material, the presentations that allowed students to review topical and contemporary articles, and the online take-home exams. One student felt the course was disorganized. Another student felt the exams were excessively detail-oriented. Suggestions included moving through the content at a slower pace, particularly slide shows; also, incorporating more in-class discussion on research articles. Prospective students should study-up on biochemistry and have a particular interest in cell and tissue engineering.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2013  
CHEMISTRY DEPARTMENT**

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

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

**AS.030.102.01**  
**Introductory Chemistry II**  
**Paul Dagdigian**

Overall quality of the class: 3.40

Summary:

The best aspects of the course were the online problems and lecture slides available to help students understand what they were learning in class. The worst aspect of the course was the level of difficulty that came with the class. The subject was challenging and the professor did not clearly cover all of the topics in a way that prepared students for the tests and homework assignments. The course would improve if the lectures were more focused and filled with clearer, more detailed explanations of the subject matter. Prospective students should know that this course is somewhat challenging and they should prepare to do some heavy studying so they can perform well on the heavily weighted exams.

**AS.030.102.02**  
**Introductory Chemistry II**  
**Kenneth Karlin**

Overall quality of the class: 2.98

Summary:

The best aspects of the course were the helpful online homework assignments, the clear lecture slides, and the study material that reflected what students actually were learning in class. The worst aspect of the course was difficulty to understand the professors’ way of conveying the subject material. Many students felt that the lectures were unclear, leaving them to teach themselves some of the material. The course would improve if the professor could find a more effective way of relaying the information to students. Prospective students should endeavor to study the course materials, do the homework assignments, and take advantage of the supplemental learning materials available to them.

**AS.030.103.01-02**  
**Applied Chemical Equilibrium and Reactivity w/lab**  
**Jane Greco**

## CHEMISTRY

Overall quality of the class: 2.84

### Summary:

The best aspects of the course were the lab experiments, lab techniques learned in class, and the Aleks computer system which helped students review concepts. The worst aspects of the course included the hefty workload which consisted of pre-lab, lab, homework and many other assignments. The Aleks computer system also had glitches from time to time. The course would improve if the work were to be reduced and if more time were to be spent on teaching some of the subject. Prospective students should allot plenty of time for this class as there are lots of homework assignments and lab write-ups.

**AS.030.106.01; 02; 04-05; 07**

**6Intro Chemistry Lab**

**Louise Pasternack**

Overall quality of the class: 3.52

### Summary:

The best aspects of the course included the hands-on lab experiments, availability of course materials to help students understand the subject, and the direct teaching methods of the professor. The worst aspect of the course was the heavy and time consuming workload. Students felt that the coursework was too much for a course that was only worth one credit. The course would improve if the workload was lightened and if students received more guidance and feedback on essay assignments. Prospective students should be prepared to put forth a lot of time and effort into this course as there are pre-lab assignments, lab reports, essays, and also exams.

**AS.030.206.01-02**

**Organic Chemistry II**

**Christopher Falzone**

Overall quality of the class: 3.67

### Summary:

One of the best aspects of this course was the fair and relevant inquiries on the exams regarding material covered in class. Also, the challenges presented in class were delivered in an enthusiastic, easy-to-understand manner. Students also appreciated that the instructor was eager to help during office hours and outside of class. Some students felt that the lectures were difficult to follow, that the instructor moved through the concepts too fast, and that the expectation to memorize mechanisms was excessive. Suggestions included going slower when presenting mechanisms/new concepts and focusing on concepts particularly pertinent to the exams and quizzes. Prospective students should take advantage of the help available outside of class, be prepared to do practice problems in order to better understand the material, and attend each class.

**AS.030.212.01**

**Advanced Organic Chemistry**

**Thomas Lectka**

Overall quality of the class: 4.83



## CHEMISTRY

### Summary:

The best aspects of this course were its small size and the projects that encouraged independent learning and research. Students also appreciated the instructor's captivating lecturing style. Some students felt that the material on the tests did not match the concepts discussed in the lecture or textbook. Suggestions included allowing students more opportunities to improve grades. Prospective students should be prepared to attend lecture, study hard, and come into the course with a firm understanding of the fundamentals of organic chemistry.

### **AS.030.225.01-05**

#### **Intro Organic Chem Lab**

**Larissa D'Souza**

Overall quality of the course: 3.55

### Summary:

Some of the best aspects of this course included the fun and engaging labs, as well as the concepts presented in the lab that were thoroughly correlated with the material covered during lectures. Students appreciated the instructor being available during office hours. Some students felt that the lab report grading was disproportionately severe and/or arbitrary in relation to what had been outlined in the lab report guidelines. Also, grades often differed greatly between various graders (multiple TAs, instructor.) Suggestions included providing more clarity in what is expected from the students and less focus on formatting. Prospective students should be prepared to work hard, to pay close attention to details while performing experiments, and attend every lab.

### **AS.030.228.01**

#### **Intmd Organic Chem Lab**

**Steven Rokita**

Overall quality of the course: 4.15

### Summary:

The best aspects of this class were the fun and engaging labs, and the experiments that were well correlated with the material covered in lecture. Some students felt the amount of work expected from the instructor was excessive. Also, students felt that the cumulative grades relied too heavily on the lab reports. Suggestions included restructuring the grading rubric for the lab reports and minimizing the amount of time required on work outside of class since so much is devoted to work completed during class. Prospective students should know this is an intensive course.

### **AS.030.302.01**

#### **Physical Chemistry II**

**Harris Silverstone**

Overall quality of the course: 3.45

### Summary:

The best aspects of this course included the intriguing lecture content and the availability of the instructor outside of class. Many students appreciated the instructor's enthusiasm. Some students felt

## CHEMISTRY

the tests focused too much on memorization. Suggestions included consistently reviewing the material, lightening the impact the final has on one's cumulative grade, and providing students with detailed visual explanations of new, difficult concepts. Prospective students should be aware that the material heavily consists of mathematics, that the grade on the final makes up a large percentage of one's cumulative grade, and that the concepts introduced are both challenging and complex.

### **AS.030.306.01-02**

#### **Phys Chem Instr Lab**

**Joel Tolman**

Overall quality of the course: 3.35

#### Summary:

The best aspects of this course included the interesting lab experiments and the opportunities available for students to operate spectrometers. Many students felt that there needed to be a structured grading system to which all the TAs should adhere. Also, some students found the textbook unhelpful and useless. Suggestions included standardizing the grading system and ensuring pre-experiment that all of the lab equipment is functional. Prospective students should be prepared to budget their time and keep in mind that the workload includes but is not limited to a large amount of lab reports.

### **AS.030.345.01**

#### **Chem Appl: Group Theory**

**David Yarkony**

Overall quality of the course: 3.67

This class had 5 or fewer comments.

### **AS.030.402.01**

#### **Experimental Methods in Physical Chemistry**

**Kit Bowen**

Overall quality of the class: 3.90

#### Summary:

The best aspects of the course included the opportunity to work with other departments and the comprehensive introduction to the many aspects of physical chemistry. Also, students appreciated the passion for the material with which the instructor taught. One student felt that expectations for the final were not clearly defined. Suggestions included providing more guidance and guidelines for the term project. Another suggestion was to space out the computer projects. Prospective students should be prepared to take notes and should know that four computer programs are taught and utilized throughout the course's duration.

### **AS.030.441.01**

#### **Spectroscopic Methods of Organic Structure Determination**

**John Tovar**

Overall quality of the class: 3.89

## CHEMISTRY

### Summary:

The best aspects of this course included the class time devoted to homework discussions and the large amount of detail dedicated to spectroscopic methods. Students also appreciated the instructor's ability to thoroughly explain concepts. Some students felt that there were too many reference books and that the instructor was, at times, difficult to understand, making some things more challenging for international students. Suggestions included making time for more in-class case study discussions and a longer allotment of time to complete the midterm (>50 min.) Prospective students should know that this course consists primarily of graduate students, but can be taken by undergraduates. Also, a good deal of time is required to successfully complete the homework, and a firm grasp on organic chemistry is extremely helpful, if not necessary.

### **AS.030.446.01**

#### **Mathematica as a Tool for Chemists**

**Harris Silverstone**

Overall quality of the course: 4.22

### Summary:

The best aspects of this course included the invaluable and functional knowledge of Mathematica that students acquired through the lessons, as well as the instructor's detailed and useful notes. One student felt that the instructor often spent too long explaining how he would have completed an assignment. Another student felt that the workload was inconsistent and unpredictable from week to week. Suggestions included allocating more class time to the fundamentals of programming and providing students with more problem sets, possibly even a second project. Prospective students should know that a background in Mathematica is helpful but not necessary and that their grades will be primarily based on the homework rather than the exams.

### **AS.030.626.01**

#### **Adv Mechanistic Organic Chemistry**

**Marc Greenberg**

Overall quality of the course: 4.85

### Summary:

The best aspects of this course included the manner in which the instructor engaged the students, the detail with which the instructor clarified an issue/problem, and the instructor's choice of utilizing real data as a means to get the students to think critically. Some students felt that the textbook was unhelpful. Suggestions included collecting and reviewing the homework assignments, working with more mechanism examples, and providing the students with grades. Prospective students should be prepared for a challenging but highly informative course. It's also recommended that they have knowledge of organic chemistry.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2013  
CIVIL ENGINEERING DEPARTMENT**

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

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

**EN.560.141.01**

**Perspectives on the Evolution of Structures**

**Benjamin Schafer**

Overall quality of the course: 4.14

**Summary:**

The best aspects of this course included the visual elements the instructor provided, the interesting topics discussed in class, the grades and slides that were available online, and the challenge given to students to analyze structures mathematically and artistically. Some students felt that the lectures were too long, that the exams shouldn't have been comprehensive, and that the TA often graded unfairly. One suggestion included providing notes along with the lectures slides. Another suggestion was to provide students with a clearly-defined grading rubric. Prospective students should be prepared to do a lot of writing and to take particularly good notes during class.

**EN.560.202.02-03; 05**

**Dynamics**

**Narutoshi Nakata**

Overall quality of the course: 3.91

**Summary:**

The best aspect of the course was that expectations were clearly defined by Professor Nakata. The course material was very straightforward and followed a good outline. The worst aspect of the course was that there was not much deviation from the textbook. Students suggested having more practical assignments that would help them better understand the content. Perspective students should know that the course can be challenging, but it's manageable. Also, grading for the course is very fair.

**EN.560.206.01**

**Solid Mechanics & Theory of Structures**

**James Guest**

Overall quality of the course: 4.80

## **CIVIL ENGINEERING**

### **Summary:**

The best aspects of this course included the professor, who was always willing to help, and the intriguing material, which was well-organized. Some of the students felt the homework assignments were excessively lengthy. One suggestion included providing students with practice exams. Another suggestion was to incorporate a more useful textbook. Prospective students should know it's best to start on assignments as soon as possible and to study hard for the midterm, as most of one's final grade is reliant on it.

### **EN.560.325.01**

#### **Concrete Structures**

**Rachel Sangree**

Overall quality of the course: 4.65

### **Summary:**

The best aspects of this course included the homework and exams that were a clear continuation of the material discussed in class; also, students appreciated all of the design examples and practice. One student felt the class moved too slowly. Another student felt the homework-grading criteria was excessively nit-picky – that students should not have points knocked off for forgetting the date on a paper. Suggestions included allowing students to complete independent final projects and providing students with more problems on Blackboard. Prospective students should know that the course is considerably math-intensive and that it's crucial to attend every lecture.

### **EN.560.330.01**

#### **Foundation Design**

**Lucas De Melo**

Overall quality of the course: 3.07

### **Summary:**

The best aspects of this course included the “real world” problems, the opportunity to use notes with the exams, and the incredibly approachable and helpful instructor. One student felt the instructor took it personally when a pupil didn't show up to class. Several students felt the duration of the class – 3 hours – was excessive and should be split into two 1.5 hour classes each week. Suggestions included devoting more time to problem solving and distributing the work more evenly throughout the semester. Prospective students should have a solid understanding of soil properties and should be willing to ask for help from the faculty.

### **EN.560.348.01**

#### **Probability & Statistics in Civil Engineering**

**Sauleh Siddiqui**

Overall quality of the course: 4.22

### **Summary:**

The best aspects of this course included the extra credit opportunities, the instructor's willingness to help students with MATLAB, and the engaging manner with which the instructor taught. Some students

## **CIVIL ENGINEERING**

felt the textbook was confusing. One student felt the pace of the class moved too slowly. Suggestions included assigning more problems involving MATLAB applications outside of class, and utilizing a different textbook. Prospective students should study for the quizzes and take advantage of the instructor's willingness to help.

### **EN.560.380.01**

#### **Intro to Ocean Wind Engineering**

**William Marr**

Overall quality of the course: 4.24

#### **Summary:**

The best aspects of this course included the clarity with which the instructor presented naval architecture, the enthusiasm with which he taught, and the material in itself. One student felt the phrasing and terminology on the exams was difficult to understand. Another student felt there was not enough discussion on material pertaining to wind engineering. Suggestions included providing students with grades on homework assignments and incorporating a field trip into the semester. Prospective students should study hard for the exams as they can be extremely challenging.

### **EN.560.452.01**

#### **Civil Engineering Design II**

**John Matteo**

Overall quality of the class: 4.25

#### **Summary:**

The best aspects of the course included the final project, the laid back and approachable professor, and the guest lecturers. The worst aspects of the course included the lack of organization and the lengthy class meeting time. There was also no structure or deadlines for the assignments. The course would improve if the course expectations and deadlines were clearer. Prospective students should expect to do lots of extremely rewarding work and must always come to class to be successful in the course.

### **EN.560.498.01**

#### **Survey of Systems Engineering Tools**

**Takeru Igusa**

Overall quality of the class: 4.24

#### **Summary:**

The best aspects of the course included the final project, the hands on programming practice experience students got, and the applicable information students were exposed to. The worst aspects of the course included the organization of the final project and the slow pace of the course. Students felt that the class wasn't all that challenging and that the guidelines for the final project could have been better explained. The course would improve if students learned more coding, programming, and comprehensive material at a faster pace. Prospective students should expect to enjoy and do well in this applicable course if they attend all class sessions.

### **EN.560.702.01**

## **CIVIL ENGINEERING**

### **Modeling Complex Systems Colloquium Lori Graham-Brady**

Overall quality of this course: 3.90

This class had 5 or fewer comments.

### **EN.560.730.01 Finite Element Methods Somnath Ghosh**

Overall quality of this course: 4.29

This class had 5 or fewer comments.

### **EN.560.749.01 Structural Design Studio James Guest, Benjamin Schafer**

Overall quality of this course: 3.50

This class had 5 or fewer comments.

### **EN.560.764.01 Infrastructure Asset Management Xin Chen**

Overall quality of the class: 4.44

#### **Summary:**

The best aspects of this course included the applicable methods learned, and the engaging guest speakers who helped give students an overview of Infrastructure Asset Management. The professor encouraged class participation and was always trying to get feedback from the students. The worst aspects of the course included the unclear homework requirements, harsh grading, and heavy workload. The course would improve if the workload were slightly reduced and if there were more in-class exercises. Prospective students should be prepared to work in groups and challenge themselves to be better communicators.

### **EN.560.766.01 Multi-Hazard Risk Mitigation Judith Mitrani-Reiser**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.040.102.01**

**Jews, Greeks and Others in Ancient Israel: Historical and Archeological Aspects**  
**Moshe Fischer**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included the interesting lectures and comprehensive course material. Students also appreciated how engaging and organized the instructor was. Some students felt there could be more in-class discussion. Suggestions for improvement were to include in-class discussions and provide a syllabus for the semester. Prospective students are encouraged to pay attention to the lectures and prepare to do lots of writing.

**AS.040.106.01**

**Elementary Ancient Greek**  
**Danilo Piana**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**AS.040.108.02**

**Elementary Latin**  
**Daniel Houston**

Overall quality of the class: 4.60

Summary:

The best aspects of this course included the instructor’s engaging demeanor and the well-articulated delivery of the content. Students appreciated that the instructor checked their comprehension of material as they progressed throughout the year. Some students felt that the class moved too fast, making it easy to fall behind. One suggestion for improvement included less of a focus on translation



## CLASSICS

and more of a concentration on Latin literature. Prospective students should have a genuine interest in learning Latin and should be prepared to memorize material.

### **AS.040.111.01**

#### **Ancient Greek Civilization: Society, Archaeology, Literature, Philosophy**

**Dimitrios Yatromanolakis**

Overall quality of the class: 4.40

#### Summary:

The best aspects of this course included the relevant and engaging literature, as well as the comprehensive array of topics introduced. The students appreciated the instructors' enthusiasm for the subject material. Some students felt that there was a lack of class discussion. Suggestions included either having the TA-instructed section meet on a completely different day or embedding the TA lesson into the primary instructor's lecture. Prospective students should be prepared for heavy reading assignments.

### **AS.040.119.01-02**

#### **The World of Pompeii**

**Herica Valladares**

Overall quality of the class: 3.76

#### Summary:

The best aspects of this course included the interesting and engaging material, as well as the knowledgeable TA and instructor. Students also appreciated the PowerPoint slides used in instruction. Some students felt that the exams did not correspond appropriately to the information covered in class. Suggestions included allowing more class discussions and relaying the content in more ways than one. Prospective students should be prepared to learn and memorize images/dates of art/events.

### **AS.040.208.01**

#### **Intermediate Latin**

**Nicholas Kauffman**

Overall quality of the class: 3.80

This class had 5 or fewer comments.

### **AS.040.229.01**

#### **Victory and Defeat in Ancient Rome**

**Elisabeth Schwinge**

Overall quality of the class: 4.65

#### Summary:

The best aspects of this course included the discussion-based lessons and interesting material. Students also appreciated that the expectations were clear and the material was well-organized. Some students

## CLASSICS

felt that the text utilized didn't enhance the material learned in class. Suggestions included fewer readings per day and switching to one topic a week as opposed to two. Prospective students should be prepared for an intense but rewarding class that requires a good deal of reading.

### **AS.040.232.01**

#### **Island Archaeology: The Social Worlds of Crete, Cyprus and the Cyclades**

**Emily Anderson**

Overall quality of the class: 4.57

#### Summary:

The best aspects of this course included the dual discussion and lecture-based lessons, as well as the intriguing materials. Students also appreciated the instructor's enthusiasm for the course content. Some students felt that the readings were too long and too detail-oriented. Suggestions included devoting more time to class discussions and making the readings available online. Prospective students are encouraged to ask for help from the instructor, but to also be prepared to do a good deal of reading.

### **AS.040.307.01**

#### **Advanced Latin Prose**

**Matthew Roller**

Overall quality of the class: 4.86

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.050.102.01**  
**Language and Mind**  
**Akira Omaki**

Overall quality of the class: 4.05

Summary:

The best aspects of this course included the interesting material, and the detailed and informative lectures. Students also felt that the instructor was easy to approach with their concerns and questions. Some students felt that the slides corresponding to a lecture were too vague and that coverage of the material seemed rushed at times. Suggestions for improvement included devoting regular class time to review the material and making the assignments smaller. Prospective students are encouraged to do the required readings, and to pay close attention to the lectures.

**AS.050.109.01**  
**Minds, Brains and Computers**  
**Joan Chen-Main**

Overall quality of the class: 2.88

Summary:

The best aspects of this course included the interesting materials and concepts introduced. Also, students appreciated the instructors’ approachability and passion regarding the content. Some students felt that the lectures were disorganized and that the structure and delivery of concepts were too abstract to follow. Suggestions for improvement included clarifying the information introduced in class and lecturing with more assurance. Prospective students should be prepared to attend the lectures, do the homework, and expect material that includes the use and knowledge of fundamental mathematics.

**AS.050.203.01**  
**Cognitive Neuroscience: Exploring the Living Brain**  
**Brenda Rapp**

Overall quality of the class: 3.19

## COGNITIVE SCIENCE

### Summary:

The best aspects of this course included the availability of pre-lecture slides and post-lecture podcasts. Students felt that the material covered was well-defined and relevant to the course exams. Some of the students felt that the exam questions were worded in too abstract a manner. Suggestions for improvement included providing more opportunities for a better grade than via 3 exams per semester and organizing the instructor's concept delivery more. Prospective students are encouraged to listen to the podcasts and download the slides in order to be prepared for the exams.

### **AS.050.312.01**

#### **Cognitive Neuroimaging Methods in High-Level Vision**

**Soojin Park**

Overall quality of the class: 4.31

### Summary:

The best aspects of this course included the interesting nature of the material and the hands-on experience students received. Many of the students appreciated participating in a class-study on fMRI data and analysis. Some students felt that the length of the lectures were too long. Suggestions for improvement were to shorten the first half of the class or the time devoted to lecture, and to devote more focus to the concepts being taught and implemented during the second half of the class. Prospective students who are interested in hands-on experience with fMRI will receive a valuable introduction.

### **AS.050.320.01**

#### **Syntax I**

**Geraldine Legendre**

Overall quality of the class: 4.40

### Summary:

The best aspects of this course included the intriguing material and the effective structure and organization of the content delivery. Students also appreciated the in-class discussions encouraged by the instructor. Some students felt that not enough feedback was offered on returned homework assignments and that the pacing of the lessons was, at times, uneven. Suggestions for improvement included offering feedback on completed work and reviewing material in class. Prospective students are encouraged to take World of Language first, though it is not mandatory.

### **AS.050.339.01**

#### **Cognitive Development**

**Emma Gregory**

Overall quality of the class: 4.16

### Summary:

The best aspects of this course included the instructor's availability to help students and the homework assignments that were highly relevant to the concepts discussed in class. Many students found the

## COGNITIVE SCIENCE

material interesting. Some students felt that the instructor was, at times, nervous and that the lectures were too slow. Suggestions for improvement included more opportunities for grades and making the slides available before the lectures. Prospective students are encouraged to pay attention during lectures, do the readings, and make use of the instructor's availability and willingness to help.

### **AS.050.370.01**

#### **Formal Methods in Cognitive Science: Language**

**Kyle Rawlins**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

### **AS.050.371.01**

#### **Formal Methods in Cognitive Science: Inference**

**Colin Wilson**

Overall quality of the class: 4.00

#### **Summary:**

The best aspects of this course included the instructor's support in and out of class and the critical knowledge the lessons provided in regards to possible future research work. Students also appreciated that the assignments were relevant and instructive. Some students felt that previous exposure to statistics would have been beneficial and that some of the lessons were too difficult to grasp. Suggestions for improvement included requiring prerequisite work in either programming, statistics or both; and that focusing on one – statistics or programming – rather than both simultaneously would provide students with a better concept of the materials. Prospective students are encouraged to utilize the instructor's availability to help and to have some working knowledge of programming and statistics, though it is not mandatory.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.600.104.01  
Computer Ethics  
Sheela Kosaraju**

Overall quality of the work: 3.83

**Summary:**

The best aspects of this course included the open-discussion format and the light homework. One student felt that particular students were permitted to dominate the class discussions at times. Another student felt that the class schedule was too unpredictable. Suggestions included incorporating more activities besides debates and adhering to a regulated schedule. Prospective students should know that the class requires a lot of critical thinking and participation in group discussions is imperative.

**EN.600.107.01  
Intro Programming in Java  
Joanne Selinski**

Overall quality of the course: 3.93

**Summary:**

The best aspects of this course included the fun and challenging homework assignments, the comprehensive introduction to coding in Java, and the instructor’s means of presenting the material in an interesting way. A few students felt the homework assignments were, at times, difficult to decipher. One student felt that the instructor spent too much time coding in class, and at too rapid a pace, rather than explaining computer science concepts. Suggestions included incorporating more demonstrations and in-class exercises, as well as permitting student collaboration. Prospective students should keep up with the assignments; also, background knowledge in coding is beneficial but not necessary.

**EN.600.108.01-03  
Intro Programming Lab  
Joanne Selinski**

Overall quality of the course: 4.49

## COMPUTER SCIENCE

### Summary:

The best aspects of this course included the hands-on application of what was taught in the corresponding lecture; also, students appreciated that there was a lot of one-on-one help from TAs and that the instructor and the students had the opportunity to consult with experienced programmers. Some students felt the labs varied too much in regards to difficulty and length of time required. One suggestion included providing students with clearer prompts. Another suggestion included minimizing the class size. Prospective students should know this is a very helpful course for first-time programmers.

### **EN.600.120.01**

#### **Intermediate Programming**

**Peter Froehlich**

Overall quality of the course: 3.74

### Summary:

The best aspects of this course included the applicable coding projects assigned, the challenging homework assignments, the opportunity to work with C and C++, and the material that was relevant to what one should know in this phase of learning computer coding. Some students felt the instructor was disorganized. One suggestion included clarifying deadlines and expectations on homework assignments. Another suggestion included shortening the homework assignments. Prospective students should know this class requires a lot of independent work and they should feel comfortable at this stage of programming.

### **EN.600.226.01**

#### **Data Structures**

**Joanne Selinski**

Overall quality of the course: 3.29

### Summary:

The best aspects of this course included the opportunity to code structures, the Piazza forum for asking questions and responding, and the chance to improve upon one's knowledge of Java. Some students felt the instructor's feedback on assignments was disorganized and that the grading seemed arbitrary. Some students also felt the instructor would at times, relay faulty or inaccurate information to the students. Suggestions included incorporating an optional lab to correspond with this class and utilizing more organized visual aids to coincide with lecture material. Prospective students should be prepared for a heavy workload outside of the classroom.

### **EN.600.250.01**

#### **User Interfaces and Mobile Applications**

**Peter Froehlich**

Overall quality of the course: 3.27

### Summary:

The best aspects of this course included the freedom to both code and write apps, the motivation with which the instructor provided students to work independently, and the teacher/pupil interaction. Some

## COMPUTER SCIENCE

students felt both the class and instructor were disorganized. One student felt as though there was too much reliance on the textbook insofar as relaying subject material. Suggestions included incorporating prewritten homework assignments and making certain lectures pertain to the material. Prospective students should be comfortable with Java and be prepared to do independent research.

### **EN.600.271.01**

#### **Automata & Computation Theory**

**S Kosaraju**

Overall quality of the class: 4.07

#### Summary:

The best aspects of this course included the logic and course material, the interesting subject matter, and the instructor's enthusiasm and approachability. One student felt that the proofs and reductions were tedious. Some students found the lectures difficult to follow because of their solely theoretical nature. Suggestions included utilizing software that allows students to teach automaton, and clarifying the homework and old exam solutions – many students found them illegible. Prospective students should know this is a theoretical computer science course and that there is no actual programming.

### **EN.600.316.01**

#### **Database Systems**

**Yanif Ahmad**

Overall quality of the course: 2.67

This class had 5 or fewer comments.

### **EN.600.320.01**

#### **Parallel Programming**

**Randal Burns**

Overall quality of the course: 3.28

#### Summary:

The best aspects of this course included the instructor's informative and entertaining lectures, the concepts that were explained effectively, and the light workload. Some students felt the instructor didn't provide feedback in a timely manner. One suggestion included incorporating group work. Another suggestion included providing students with practice material before exams. Prospective students should know C/C++, Java, and Python before enrolling in this class.

### **EN.600.325.01**

#### **Declarative Methods**

**Jason Eisner**

Overall quality of the course: 4.59

#### Summary:



## COMPUTER SCIENCE

The best aspects of this course included the instructor's engaging lectures and concise explanations of concepts. Also, students appreciated learning to use different techniques to solve NP problems. One student felt that the pace of the course throughout the semester was too rapid. Another student felt that even though there was a session dedicated to helping students understand and solve certain problems, he/she couldn't attend due to a scheduling conflict and that also, in class, there were not enough people available to help. Suggestions included helping the students better prepare for the exams and making the lectures more interactive. Prospective students should know that basic knowledge of a scripting language like Python or Perl is helpful.

### **EN.600.328.01**

#### **Compilers and Interpreters**

**Peter Froehlich**

Overall quality of the course: 4.50

#### Summary:

The best aspects of this course included the opportunity to learn different aspects of computers by building one, as well as the instructor's informative and engaging lectures. Some students felt that the workload required for this course was excessive. Another student felt that the course moved too rapidly toward the end of the semester. Suggestions included spacing out the assignments and providing students with feedback sooner. Prospective students should know that the coursework is heavy and they must have some knowledge of computer system fundamentals.

### **EN.600.335.01**

#### **Artificial Intelligence**

**Benjamin Mitchell**

Overall quality of the course: 4.60

This class had 5 or fewer comments.

### **EN.600.344.01**

#### **Computer Network Fundamentals**

**Brian Haberman**

Overall quality of the course: 3.67

This class had 5 or fewer comments.

### **EN.600.363.01**

#### **Introduction to Algorithms**

**Vladimir Braverman**

Overall quality of the course: 3.75

#### Summary:

The best aspects of this course included the engaging lectures, the relevant, helpful textbook, and the effective applications and correlations exemplified by the instructor's well-prepared notes. Some

## COMPUTER SCIENCE

students felt that the instructor did not provide enough feedback. Students also felt the assignments were excessively difficult. Suggestions included incorporating more study sessions and making the algorithms/proofs used as examples in class less formal and/or difficult to conceptually understand. Prospective students should know that it's imperative to keep up with the material.

### **EN.600.402.01**

#### **Medical Informatics**

**Michael Ochs**

Overall quality of the course: 3.88

#### **Summary:**

The best aspects of this course included the presentation of medical informatics from a computer science perspective, as opposed to medical; also, students found the lecture content intriguing. One student felt the instructor was at times, despondent. Another student felt that having all the lecture slides available would have been beneficial. Suggestions included incorporating more demonstrations and interacting with the students. Prospective students should know that there is a lot more emphasis on primary medical uses for informatics and technical/social challenges, than learning how to use EMR for secondary uses.

### **EN.600.416.01**

#### **Database Systems**

**Yanif Ahmad**

Overall quality of the course: 2.90

This class had 5 or fewer comments.

### **EN.600.420.01**

#### **Parallel Programming**

**Randal Burns**

Overall quality of the course: 3.42

#### **Summary:**

The best aspects of this course included the exposure to multiple frameworks, the engaging lectures, and the interesting material. Some students felt that the set-up required for some of the assignments took an excessively long time. One suggestion was to include more coding problems in the assignments and fewer theory problems. Another suggestion was to make the lessons less about parallel technologies, but more about concepts in parallel computing. Prospective students are recommended to have some understanding of hardware architecture, caching hierarchy, and how memory is accessed by threads and processes to some extent, prior to enrolling.

### **EN.600.424.01**

#### **Network Security**

**Amitabh Mishra**

Overall quality of the course: 2.90

## COMPUTER SCIENCE

### Summary:

The best aspects of this course included the opportunity to work in a group and the hands-on experience. Some students felt the lectures were very difficult to attend. One suggestion was to have the department establish clear prerequisites to guarantee the students begin this course with a basic level of cryptographic and networking background. Another suggestion was to have the instructor engage the students in his lectures more. Prospective students should have some computer networking knowledge.

### **EN.600.425.01**

#### **Declarative Methods**

**Jason Eisner**

Overall quality of the course: 4.83

This class had 5 or fewer comments.

### **EN.600.426.01**

#### **Principles of Programming Languages**

**Scott Smith**

Overall quality of the course: 4.57

### Summary:

The best aspects of this course included the encouragement toward students to collaborate with one another, and the fun and engaging assignments. One student felt that some sections of the course were not clearly defined. Another student felt that certain students were permitted to dominate class discussions. Suggestions included providing more examples and calling on students to voice their input as opposed to letting just anyone speak up. Prospective students should know they are expected to be very comfortable with functional programming by the end of the semester, and though it's not necessary, previous knowledge of Haskell helps.

### **EN.600.428.01**

#### **Compilers & Interpreters**

**Peter Froehlich**

Overall quality of the course: 4.55

### Summary:

The best aspects of this course included the opportunity to build a compiler, the assignments that were often hands-on, and the instructor, who was both enthusiastic and willing to help with the material. Some students felt the required workload was excessive. Students also felt the instructor should have given feedback sooner than he did. Suggestions included organizing the lecture notes and lightening the required course load. Prospective students should be confident in their ability to program independently before taking this course.

### **EN.600.435.01**

#### **Artificial Intelligence**

## COMPUTER SCIENCE

### **Benjamin Mitchell**

Overall quality of the course: 3.83

#### Summary:

The best aspects of this course included the broad range of topics covered and the engaging, fun homework that was assigned. One student felt the course lacked innovation. Another student felt the grading scale was far too strict. One suggestion was for the instructor to focus more on the relevant topics. Prospective students should have a good understanding of calculus, and probability theory and statistics in order to understand the material.

### **EN.600.436.01**

#### **Algorithms for Sensor-Based Robotics**

##### **Gregory Hager**

Overall quality of the course: 4.07

#### Summary:

The best aspects of this course included the interesting topics that were covered, and the assignments that were both fun and engaging. Students also felt that once an assignment was completed, they had a real sense of having accomplished something substantive. Some students felt that the feedback could've been better. Also, students felt that, at times, the lectures were difficult to attend. Suggestions included providing more guidance on the assignments and incorporating more in-class examples. Prospective students should know a lot of C++ programming.

### **EN.600.439.01**

#### **Computational Genomics**

##### **Benjamin Langmead**

Overall quality of the course: 4.67

#### Summary:

The best aspects of this course included the guest lecturers, the opportunity to implement intriguing algorithms, and the instructor who was both informative and well-prepared. One student found the lectures difficult to attend. Another student would have liked help on the Rosalind problems. Suggestions included providing more exposure to research in the field, and holding class in a room with windows. Prospective students should know that it's helpful to have a working knowledge of Python prior to taking the class, but it's not mandatory.

### **EN.600.444.01**

#### **Computer Networks**

##### **Brian Haberman**

Overall quality of the course: 4.08

#### Summary:

The best aspects of this course included the intriguing material, consistent correlation between the lectures and the textbook, as well as the thoroughly presented material. One student felt that the

## COMPUTER SCIENCE

instructor's responses on Piazza were curt and not very useful. Some students felt the project was excessively difficult for a class that had intermediate programming as its only required prerequisite. Suggestions included implementing a more organized means of evaluating the group projects and requiring less handwritten homework. Prospective students are strongly encouraged to find a team of peers with whom they are positive they will work well with.

### **EN.600.446.01**

#### **Computer Integrated Surgery II**

**Russell Taylor**

Overall quality of the course: 4.10

#### Summary:

The best aspects of this course included the hands-on experience and the opportunity for one to design his/her own project under the supervision of a faculty member. Students also appreciated the feedback that was given on a consistent basis. One student felt there was little motivation to attend the lectures as they did not contribute to his/her grade. Another student felt the parameters in regards to grades were unclear. Suggestions included ensuring things like IRB approvals and software dependencies will be dealt; also, incorporating more guest lecturers who have dealt with CIS. Prospective students are encouraged to pick a project that will hold their interest for the duration of the semester.

### **EN.600.463.01**

#### **Algorithms I**

**Vladimir Braverman**

Overall quality of the course: 4.28

#### Summary:

The best aspects of this course included the opportunity to design algorithms, the lectures that were well-prepared, and the helpful textbook. Some students felt they were not provided with feedback in a timely manner. One suggestion included using PowerPoint on Blackboard as opposed to writing the notes. Another suggestion included providing more comprehensive exercises. Prospective students should brush-up on their knowledge of LaTeX.

### **EN.600.466.01**

#### **Information Retrieval and Web Agents**

**David Yarowsky**

Overall quality of the course: 3.89

#### Summary:

The best aspects of this course included the interesting programming assignments, the broad range of material covered, and the opportunity to build robots. One student felt that the lectures were often disorganized. Another student felt that the grades and/or feedback were not returned in a timely manner. Suggestions included allowing students to use any scripting language (Python or PHP) and having the course content follow what's in the book. Prospective students should be prepared to work with Perl.

## COMPUTER SCIENCE

### **EN.600.476.01**

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

**Suchi Saria**

Overall quality of the course: 3.10

#### Summary:

The best aspects of this course included the coverage of a brand new field of computer science, and that the material introduced was intriguing. Some students felt the class was often unstructured. One suggestion was to focus the curriculum to learn fewer things but in more depth throughout the duration of the semester. Another suggestion was to implement more structure. Prospective students are encouraged to come into this class with a working knowledge of NLP, Vision, AI, and ML with Dredze.

### **EN.600.636.01**

#### **Algorithms for Sensor-Based Robotics**

**Gregory Hager**

Overall quality of the class: 4.25

#### Summary:

The best aspects of the course included the programming assignments and the projects, because students found them very applicable to the real-world. The worst aspects of the course included the lectures and the lecture slides. The lecture slides were not very easy for students to navigate through and the homework assignments were challenging for students who lacked a strong background in the fundamentals. The course would improve if the lecture slides and the course materials were clearer and better organized. Prospective students should be prepared for some exciting assignments and should have some background in Programming and Fundamentals.

### **EN.600.639.01**

#### **Computational Genomics**

**Benjamin Langmead**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

### **EN.600.643.01**

#### **Advanced Topics in Computer Security**

**Aviel Rubin**

Overall quality of this course: 4.71

This class had 5 or fewer comments.

### **EN.600.662.01**

#### **Topics in Illumination and Reflectance Modeling for Computer Vision and Me**

**Joanne Selinski, Catherine Thornton, Lawrence Wolff**

## COMPUTER SCIENCE

Overall quality of this course: 4.00

This class had 5 or fewer comments.

### **EN.600.666.01**

#### **Information Extraction**

**Sanjeev Khudanpur**

Overall quality of the class: 4.89

This class had 5 or fewer comments.

### **EN.600.667.01**

#### **Advanced Distributed Systems & Networks**

**Yair Amir**

Overall quality of the class: 4.82

This class had 5 or fewer comments.

### **EN.600.676.01**

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

**Suchi Saria**

Overall quality of the class: 4.24

#### **Summary:**

The best aspects of the course included the helpful and well-designed homework assignments, as well as well the interesting and applicable material that students learned. The professor was very knowledgeable and showed lots of enthusiasm in teaching the subject. The worst aspects of the course included the hefty workload, and lack of guidance on the projects. The course would improve if there was a well-defined course syllabus and better discussions/assignments to help students understand what they were really learning. Prospective students should endeavor to stay on top of the work, and have a strong math background before taking this course.

### **EN.600.716.01**

#### **Selected Topics on Innovative Data Systems**

**Yanif Ahmad**

Overall quality of this course: 4.60

This class had 5 or fewer comments.

### **EN.600.726.01**

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

**Scott Smith**

Overall quality of this course: 4.75

## COMPUTER SCIENCE

This class had 5 or fewer comments.

### **EN.600.728.01**

**Selected Topics in Category Theory**  
**Nathaniel Filardo**

Overall quality of this course: 4.60

This class had 5 or fewer comments.

### **EN.600.765.01**

**Selected Topics in Natural Language Processing**  
**Jason Eisner**

Overall quality of this course: 4.67

This class had 5 or fewer comments.

### **EN.600.766.01**

**Selected Topics in Meaning, Translation and Generation of Text**  
**Christopher Callison-Burch, Benjamin Van Durme**

Overall quality of this course: 4.75

This class had 5 or fewer comments.



**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.270.107.01**

**Introduction to Sustainability  
Cindy Parker**

Overall quality of the class: 3.05

Summary:

The best aspect of the course was the informative lectures given by two knowledgeable professors. The worst aspects of the course were the lectures students found dull and the hefty homework assignments that were graded harshly and often irrelevant to the topics being learned in class. Students felt that many of the quizzes and tests were not in direct proportion to content they learned in class or what was available in the slides and textbook. The course would improve if the homework assignments were reduced and if the lectures were more stimulating. Prospective students should know that the course is fairly easy and involves lots of writing.

**AS.270.114.01**

**Guided Tour: The Planets  
Bruce Marsh**

Overall quality of the class: 3.72

Summary:

The best aspect of the course was the nice and engaging professor who brought years of experience and stories to the class. The worst aspect of the course was the extremely detailed and difficult exams which were not often related to information students were taught in class or introduced to through the homework assignments. Some students thought that lectures were too lengthy and lacked interest. The course would improve if students had more guidance on the exams beforehand and a more organized class structure. Prospective students should endeavor to attend all classes and study hard for the exams that heavily weigh on grades.

**AS.270.115.01**

**Environmental Photojournalism and Filmmaking in the Era of New Media  
Alexios Monopolis**

## **EARTH AND PLANETARY SCIENCES**

Overall quality of the class: 4.23

### **Summary:**

The best aspect of the course was the creative project students were assigned and given the freedom to do. The students were allowed to choose an issue in the Baltimore community and create a film about it, without any restrictions. The worst aspects of the course included the time commitment students had to make outside of class and the lack of guidance in the project as many students had no previous filming experience. The course would improve if the course had more structure and included more lessons on filming and filming equipment before students had to dive into their projects. Prospective students should prepare to spend lots of time working on their projects outside of class and should take advantage of the Digital Media Center in case they need more help.

### **AS.270.201.01**

#### **Dinosaurs**

**David Weishampel**

Overall quality of the class: 3.46

### **Summary:**

The best aspect of the course was the interesting and fun subject of dinosaurs. The professor showed a lot of passion for the subject and was very knowledgeable on the topic. The worst aspect of the course was the hefty amount of content covered on the somewhat complex exams. The course would improve if the exams were more straightforward, the lectures were better organized, and if there were some homework assignments incorporated into the class to boost grades for students. Prospective students should expect to spend lots of time with the textbook and class notes in this challenging but enjoyable course that is composed of only exam grades.

### **AS.270.210.01**

#### **Environmental Field Methods**

**Naomi Levin, Katalin Szlavecz**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

### **AS.270.222.01**

#### **Earth Materials**

**John Ferry, David Veblen**

Overall quality of the class: 4.75

### **Summary:**

The best aspects of this course included the labs, field trip, and the organized class structure. The worst aspects of the course included the large amounts of information that students had to memorize and familiarize themselves with. The course would improve if there were study guides or review sessions before the exams. Also, the course would improve if students had a clearer outline of the grading

## **EARTH AND PLANETARY SCIENCES**

structure. Prospective students should expect to memorize lots of formulas and know that a previous chemistry background may be helpful.

### **AS.270.312.01**

#### **Mammalian Evolution**

**Kenneth Rose**

Overall quality of the class: 4.16

#### **Summary:**

The best aspects of the course were the engaging lectures, helpful review sessions by the enthusiastic teaching assistant, and the specimens brought into class. The professor was extremely passionate about the subject matter and the students got to take a field trip to a museum. The worst aspects of the course included the heavy amounts of information that had to be learned and also memorized. The course would improve if there were more focused readings, assignments, and quiz opportunities available to help students perform better. Prospective students should know that they would have to memorize lots of information, but will enjoy the course if they enjoy this type of subject.

### **AS.270.313.01**

#### **Isotope Geochemistry**

**Benjamin Passey**

Overall quality of the class: 4.14

This class had 5 or fewer comments.

### **AS.270.314.01**

#### **Planetary Tectonics and Geodynamics**

**James Roberts**

Overall quality of the class: 3.80

#### **Summary:**

The best aspect of the course was the dynamic and very helpful lecturer. The students got to learn about a variety of applicable topics like Geodynamics through interesting lessons and demos. The worst aspect of the course was the difficult homework assignments which often contained content that had not been discussed with students in class. The course would improve if there were more topics covered in class and if there was also one teacher teaching the course as opposed to two. Prospective students should know that the course covers a wide range of topics and involves lots of mathematics and basic coding.

### **AS.270.315.01**

#### **Natural Catastrophes**

**Peter Olson**

Overall quality of the class: 3.92

#### **Summary:**

## **EARTH AND PLANETARY SCIENCES**

The best aspects of the course included the engaging lectures and interesting topics. The worst aspect of the course was the final project because it involved lots of programming and content that students had never encountered prior to the project being assigned. The tests also had materials that were not presented in class or available on the presentation slides. The course would improve if the class overall was more interactive and filled with content that would be on all exams and projects. Prospective students should expect a fun and easy course that has a somewhat difficult final project attached to it.

### **AS.270.325.01**

#### **Introductory Oceanography**

**Anand Gnanadesikan, Thomas Haine**

Overall quality of the class: 4.33

#### **Summary:**

The best aspects of the course included the variety of topics covered by two caring and enthusiastic professors. Students learned so much through the exercises, homework assignments, and hands-on lectures. The worst aspect of the course was the hefty amount of work assigned on the MATLAB program. The course would improve if there was more assistance or feedback on the assignments given on MATLAB. Prospective students should know that this course involves a lot of mathematics and use of MATLAB. To be successful, they should endeavor to stay on top of the homework assignments and take advantage of the very helpful professors.

### **AS.270.360.01**

#### **Climate Change: Science & Policy**

**Benjamin Zaitchik**

Overall quality of the class: 4.39

#### **Summary:**

The best aspects of the course included the course content and in-depth discussions of climate change issues that affect our world today by a very experienced professor. The worst aspects of the course included the dull lectures, as well as the untimely feedback on homework assignments. Students were expected to memorize policy-related issues and have a good grasp of economic principles. The course would improve if it were more engaging and if the class time and projects were better structured to incorporate more science. Prospective students should have the GECS prerequisite completed for this moderate course that will give them insight into the world of climate change.

### **AS.270.377.01**

#### **Climates of The Past**

**Linda Hinnov, Benjamin Passey**

Overall quality of the class: 3.60

This class had 5 or fewer comments.

### **AS.270.403.01**

#### **Environmental Policymaking and Policy Analysis**

**Carl Bausch, Rhey Solomon**

## EARTH AND PLANETARY SCIENCES

Overall quality of the class: 4.04

### Summary:

The best aspects of the course included the engaging and interactive professors who brought their versatility to the subject and made class very exciting. The subject material was very interesting because it was given even more life by both professors who had personal experience in the subject. The worst aspects of the course included the lengthy class periods and insufficient amount of feedback on grades. The course would improve if the class sessions were perhaps broken up, if the assignments were better spread throughout the semester, and if there was quicker feedback on assignments. Prospective students should expect to be challenged with the level of reading they will do, even though the writing load is light.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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

**Adam Bronson**  
**AS.310.103.01**  
**Modern Japan - 1800 to the Present**

Overall quality of the class: 4.26

Summary:

The best aspect of this course was the engaging and enthusiastic professor who showed a lot interest in the course subject and delivered lectures in a very captivating way. The worst aspect of the course was the lack of class discussions even though class participation was heavily weighted in the course. There was also lots of content for students to keep up with and many times the readings were never well correlated with the writing assignments. The course would improve if more class discussions were encouraged and if there was a little more guidance and feedback on the papers. Prospective students should expect an overview of Japanese history with a fair amount of reading and writing involved in this course.

**AS.310.108.01**  
**Introduction to Chinese Fiction and Drama**  
**Fumiko Joo**

Overall quality of the class: 4.11

Summary:

The best aspects of the course included the interesting course materials and reading selections. The worst aspect of the course was the hefty reading assignments which many students had a difficult time keeping up with. There also was not much discussion in the class and many students felt that the professor could have tried to facilitate more discussions. The course would improve if more class discussion was encouraged and if there was more incentive to ensure all students participated in class. Prospective students should expect a manageable course with a substantial amount of reading to do.

**AS.310.207.01**  
**Mapping Migrations in East Asia**  
**Daisy Kim**

## EAST ASIAN

Overall quality of the class: 3.92

### Summary:

The best aspect of the course was the very knowledgeable professor who was able to keep the class engaged with materials such as videos and presentations. The course was well taught and it allowed students to gain more understanding of migration in East Asia. The worst aspects of the course included the hefty and sometimes overwhelming reading assignments. The course would improve if the reading assignments were lessened and more balanced. Prospective students should know that this course involves a high level of reading, but is an overall insightful course.

### **AS.310.321.01**

#### **Classical Chinese**

**Fang-Yi Chao**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

### **AS.310.356.01**

#### **The Buddhist Experience**

**Jay Valentine**

Overall quality of the class: 4.32

### Summary:

The best aspects of the course were the in-class meditation sessions, the passionate professor, engaging lectures, and the interesting subject material. The worst aspects of the course included the dense and hefty readings. Students felt like there were a lot of quizzes and assignments, many of which were graded arbitrarily and rarely returned to students. The course would improve if there were fewer assignments and readings, and if more discussions were woven into the class. Prospective students should endeavor to stay caught up on the readings and engage themselves in this worthwhile class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.180.102.01-05; 07-10; 12-17; 20-24**  
**Elem of Microeconomics**  
**Bruce Hamilton**

Overall quality of the class: 3.34

Summary:

The best aspects of the course included the interesting course material, the easy to follow notes and lectures, and the few effective teaching assistants that were available for the course. The worst aspects of the course included the harsh grading policy and grading system made up of only tests and quizzes, as well as the course’s overall level of difficulty. Students felt that the quizzes and practice tests were not equal to the level of difficulty on the actual exams. The course would improve if the entire class and grading system could be structured with more practice assignments and quizzes that could help students understand the content better, and was at a level of difficulty equivalent to the exams. Prospective students should know that the course is very challenging but if they attend all lectures and take advantage of the supplementary materials, they will be successful in the course.

**AS.180.215.01**  
**Game Theory-Social Sci**  
**Leyla Karakas**

Overall quality of the class: 3.61

Summary:

The best aspects of the course included the interesting subject material and the engaging lecturer who always conveyed the topics in a clear and understandable format. The worst aspects of the course included the challenging exams and homework assignments, as well as the large class size. The course would improve if there were more homework and test sample assignments to help students with the difficult problems and the shortcomings of the textbook. Prospective students should prepare to be challenged in this course and should endeavor to keep up with the material to ensure they are successful.

**AS.180.242.01**



## **ECONOMICS**

### **International Monetary Econ Olivier Jeanne**

Overall quality of the class: 3.79

#### **Summary:**

The best aspect of the course was the relevant and applicable lectures. The worst aspects of the course included the dull lectures, heavily weighted exams, and teaching methods of the professor. The course would improve if the lectures were more engaging and interactive, in addition to the lecture slides being available after class to students. The course would also improve if there were assignments in between the exams so that student grades wouldn't be so heavily weighted on the exams. Prospective students should know that the class is made up of three exams and if they attend all lectures and take advantage of the review sessions held by the professor, they will do well in the course.

### **AS.180.243.01 Memorandums of Misunderstanding Prathibashi Seneviratne**

Overall quality of the class: 3.85

#### **Summary:**

The best aspects of the course were the interesting topics taught in class and the good flow of lectures by the professor. The worst aspects of the course included the hefty workload and the scheduled class time. The students felt like they were not given enough time on the midterms and that there were many things expected from them in class. The course would improve if students had more practice problem sets to help them with the exams. Prospective students should expect some interesting readings and should have previous background knowledge in microeconomics.

### **AS.180.266.01 Finan Mrkts/Institutions Missaka Warusawitharana**

Overall quality of the class: 3.45

#### **Summary:**

The best aspects of the course included the interesting subject material as well as the supplemental textbook and PowerPoint slides, as they were all helpful tools in helping students prepare for the exams. The worst aspects of the course included the lengthy and dull lectures, as well as the arbitrary grading structure. Some topics were never covered adequately enough to help students on the exams. The course would improve if the lectures were divided into two sections and if they were more engaging. Prospective students should have a financial and economic background to be successful in this practical course.

### **AS.180.302.01-04 Macroeconomic Theory Laurence Ball**

Overall quality of the class: 3.93

## ECONOMICS

### Summary:

The best aspect of the course was the professor's clear and informative lectures. The professor was extremely knowledgeable and showed a genuine interest in the material. The worst aspect of the course was its level of difficulty. Students felt the exams were very difficult and not proportionate to the lectures and practice problems given in class. The course would improve if there were more review problems and notes available to help students understand the content better. Prospective students should know that previous knowledge in calculus is important in doing well in the course and that they should be prepared to challenge themselves.

### **AS.180.334.01**

#### **Econometrics**

**Jorge Balat**

Overall quality of the class: 3.41

### Summary:

The best aspect of the course was the comprehensive slides that the professor developed. Students liked the pacing of the course, and praised the effectiveness of the TA. The worst aspect of the course was the level of difficulty; the problem sets were lengthy and took a while to complete. Students suggest shortening the problem sets and incorporating more examples into lecture. Prospective students should have some background knowledge in statistics.

### **AS.180.334.02**

#### **Econometrics**

**Jorge Balat, Ryan Bush**

Overall quality of the class: 3.41

### Summary:

The best aspect of the course was the TA, Ryan. Many students commended his teaching style, noting that he made the course conceivable. Students thought that the problem sets were too long and the workload in general was overwhelming. Overall, students believed that the course would improve by making it more engaging. Prospective students should have some background knowledge in statistics.

### **AS.180.336.01**

#### **Economic Forecasting**

**Robert Barbera**

Overall quality of the class: 4.38

### Summary:

The best aspects of the course were the professor and the application of lessons to real world economics. The professor was very experienced and was able to synthesize previous economic knowledge into meaningful lessons for the students. The worst aspects of the course included the incessant presentations, the professor's illegible handwriting, and the lack of feedback on assignments. The course would improve if the presentations could be limited and if the students had more feedback

## **ECONOMICS**

on their work and memos. Prospective students should have a previous macroeconomics background and be prepared to do lots of research.

### **AS.180.351.01**

#### **Labor Economics**

**Barbara Morgan**

Overall quality of the class: 4.50

#### **Summary:**

The best aspects of the course included the diverse material and articles, as well as the helpful homework assignments and professor. The worst aspects of the course were the lengthy readings and articles. The lectures were occasionally dull and the homework assignments were hefty and repetitive. The course would improve if the lectures were more interactive and if the homework assignments were lessened. Prospective students should have previous background in econometrics and expect an interesting course.

### **AS.180.368.01**

#### **Managerial Econ/Business Strategies**

**J. Knapp**

Overall quality of the class: 4.71

#### **Summary:**

The best aspect of the course was the game that the very experienced professor introduced to the class. He taught about business and economics in a very interactive but practical way that students could appreciate and find useful. The worst aspect of the course was the lack of feedback on all assignments done throughout the semester. Students never received their work back throughout the course and were often unclear about directions and concepts. The course would improve if the students received clear guidelines on the class structure and feedback on their work. Prospective students should be prepared to participate in class and take advantage of the interesting class sessions to gain lots of useful financial and economic lessons.

### **AS.180.389.01**

#### **Social Policy Implications of Behavioral Economics**

**Nick Papageorge**

Overall quality of the class: 4.40

#### **Summary:**

The best aspects of the course included the interactive lectures and interesting course material. The professor was not only enthusiastic in his teaching but helpful to students. The worst aspects of the course included the early morning class time and the hefty writing/reading assignments. The course would improve if the problem sets were discussed more in class and if the readings were perhaps shortened. Prospective students should expect an interesting economics course and should stay on top of the readings.

### **AS.180.390.01**

## **ECONOMICS**

### **Health Economics & Developing Countries Mark Gersovitz**

Overall quality of the class: 4.10

This class had 5 or fewer comments.

### **AS.180.393.01 Economics of Africa Mark Gersovitz**

Overall quality of the class: 4.13

#### **Summary:**

The best aspects of the course included the subject itself, and the guest speakers from the World Bank. The worst aspects of the course included the lack of structure in the class regarding assignment deadlines and the professor's discussions which seemed to stray very easily. Students were not provided with previous background on Economics in Africa and there were only a few class meetings. The course would improve if students had clearer assignment outlines and more class lessons. Prospective students should know that the course meets only for half of the semester and that there is a 40 page paper due at the end of the course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.520.142.01**  
**Digital Systems Fundamentals**  
**Gerard Meyer**

Overall quality of the course: 3.89

**Summary:**

The best aspect of this course was the comprehensible manner with which the instructor delivered the subject matter. Also, students appreciated being immersed into the rigorous practice of the fundamentals of the digital system. A few students felt the instructor didn’t provide enough feedback. Students also felt the course progressed too slowly. Suggestions included incorporating more labs and providing students with supplemental resources. Prospective students should know that this course recaps the material learned in Intro to CE/EE.

**EN.520.212.02**  
**ECE Engineering Team Project (Freshmen and Sophomores)**  
**Jin Kang**

Overall quality of the course: 4.00

**Summary:**

The best aspects of this course included the level of involvement comprised in the class, and the functional products students were required to build as a part of a team. Some students felt that the group jobs that pertained less to engineering and more to mechanics were disproportionately allocated to underclassmen. One suggestion included providing more students with guidance when asked. Another suggestion was making team meetings mandatory. Prospective students should know it’s easy to get off track with one’s design team, and they should make certain that a structured plan is implemented within their group.

**EN.520.214.01-02**  
**Signals & Systems I**  
**Mounya Elhilali**

## **ELECTRICAL AND COMPUTER ENGINEERING**

Overall quality of the course: 3.81

### **Summary:**

The best aspects of this course included the material that related easily to real-life scenarios, as well as the instructors enthusiasm while lecturing and constant eagerness to help the students. Some students felt that the problem sets and concepts covered in class were not taught explicitly enough to prepare them for the assignments and exams. Suggestions included taking more time on problem sets in class and providing students with consistent feedback. Prospective students are encouraged to buy the textbook and make themselves a study schedule because it's easy to get lost and/or fall behind.

### **EN.520.216.01**

#### **Intro to VLSI**

**Philippe Pouliquen**

Overall quality of the course: 3.96

### **Summary:**

The best aspects of this course included the easy-to-follow lectures, the basic knowledge acquired of Cadence, and the instructor's enthusiasm for the material. One student felt that the exams were graded too harshly. Another student felt it was too easy to fall behind in the lectures. Suggestions included having all the software and material ready before the start of the semester and incorporating small assignments on layouts. Prospective students should know DSF and have a basic understanding of circuits.

### **EN.520.220.01**

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

**Frederic Davidson**

Overall quality of the course: 4.62

### **Summary:**

The best aspects of this course included the relevant and engaging textbook, the instructor's teaching style, and how he effectively connected the material to applicable situations. One student felt there were too many derivations in class. A few students felt the material was too abstract to fully understand. Suggestions included incorporating more practice material and creating exams that are more direct with the problems presented. Prospective students should know that they will need a lot of independent time to practice and conceptualize the material.

### **EN.520.222.01**

#### **Computer Architecture**

**Robert Jenkins**

Overall quality of the course: 4.20

### **Summary:**

The best aspects of this course included the thorough notes provided by the instructor and the intriguing material. Also, students appreciated the implementation of a grading curve since the exams were difficult. Some students felt the instructor should have been more explicit in explaining the "how"

## **ELECTRICAL AND COMPUTER ENGINEERING**

associated with the problems discussed in class. Suggestions included incorporating animations into the classroom notes and assigning more practice problems. Prospective students should know that background knowledge in CPU architecture is very beneficial, but not mandatory.

### **EN.520.353.01**

#### **Control Systems**

**Danielle Tarraf**

Overall quality of the course: 4.53

#### **Summary:**

The best aspects of this course included the instructor's ability to thoroughly explain the concepts, the challenging and relevant homework, and the intriguing material. One student felt the amount of homework was excessive. Another student felt feedback should have been returned sooner. Suggestions included overhauling the grading rubric and incorporating more practice problems. Prospective students should know that this course is difficult and is not graded on a curve.

### **EN.520.372.01**

#### **Programmable Device Lab**

**Robert Glaser**

Overall quality of the course: 4.27

#### **Summary:**

The best aspects of this course included the interesting assignments and the hands-on lab experience. One student felt they should not have been using outdated chips/technology. Another student felt the instructor covered the material too fast. Suggestions included providing more detailed supplemental material and offering more office hours. Prospective students are encouraged to pay attention to the lectures, and study as much, and as often as possible.

### **EN.520.415.01**

#### **Image Process & Analysis II**

**John Goutsias**

Overall quality of the class: 4.38

#### **Summary:**

The best aspects of the course included the useful and interesting material, as well as the application oriented projects. The worst aspects of the course included the heavy workload, and heavily weighted exams. There were only two exams, which students felt was insufficient for the amount of material that was actually covered in the class. The course would improve if the exams were reflective of material students learned in class and if much of the content was covered in a more effective way. Prospective students should have some background in Signals and Systems to prepare themselves for the challenge of this course.

### **EN.520.424.01**

#### **FPGA Synthesis Lab**

**Robert Jenkins**

## ELECTRICAL AND COMPUTER ENGINEERING

Overall quality of this course: 5.00

This class had 5 or fewer comments.

### **EN.520.433.01**

#### **Medical Image Analysis**

**Jerry Prince**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

### **EN.520.434.01**

#### **Modern Biomedical Imaging Instrumentation and Techniques**

**Benjamin Tsui**

Overall quality of this course: 4.27

This class had 5 or fewer comments.

### **EN.520.448.01-02**

#### **Electronics Design Lab**

**Ralph Etienne Cummings**

Overall quality of the class: 3.65

#### **Summary:**

The best aspects of the course included the independent projects students got to work on, and the hands-on experience of the class. The worst aspects of the course included the lack of guidance and feedback on student projects. There was a lack of structure in the class and the professor didn't really provide much assistance to students. The course would improve if the students had more guidance and feedback on their work. Prospective students should know that the class is based on a project that they will work through during the entire semester, and that they should choose a project that they will be comfortable working with.

### **EN.520.450.01**

#### **Adv Micro-Processor Lab**

**Robert Glaser**

Overall quality of this course: 4.33

This class had 5 or fewer comments.

### **EN.520.453.02**

#### **Advanced ECE Engineering Team Project**

**Jin Kang**



## ELECTRICAL AND COMPUTER ENGINEERING

Overall quality of the class: 4.36

### Summary:

The best aspects of the course included the design project and the hands-on experience. Students learned how to work effectively in teams and found the class project very interesting. The worst aspect of the course was the challenging roadblocks students stumbled upon while doing the projects. The course would improve if there was some provisional assistance for students throughout the semester. Prospective students should expect to work on a group project and must participate regularly to be successful in the course.

### **EN.520.482.01**

#### **Intro to Lasers**

**Jacob Khurgin**

Overall quality of the class: 3.63

This class had 5 or fewer comments.

### **EN.520.492.01**

#### **Mixed-Mode VLSI Systems**

**Philippe Pouliquen**

Overall quality of this course: 4.67

This class had 5 or fewer comments.

### **EN.520.499.04**

#### **Senior Design Project**

**Andreas Andreou**

Overall quality of the class: 3.55

### Summary:

The best aspects of this course included the design project and the flexibility of the class. The worst aspects of the course included the occasionally disorganized class structure and the lack of guidance from the professor. There were lots of communication errors and some of the class expectations were not always clear. The course would improve if there was more organization and structure. It would also help if there was more guidance from the professor. Prospective students should have a good knowledge of Microfabrication and prepare to do lots of independent work.

### **EN.520.611.01**

#### **Ultrafast Optical Phenomena**

**Mark Foster**

Overall quality of this course: 4.57

This class had 5 or fewer comments.

## **ELECTRICAL AND COMPUTER ENGINEERING**

### **EN.520.624.01**

#### **Integrated Photonics**

**Amy Foster**

Overall quality of this course: 4.71

This class had 5 or fewer comments.

### **EN.520.648.01**

#### **Compressed Sensing and Sparse Recovery**

**Trac Duy Tran**

Overall quality of the class: 4.35

#### **Summary:**

The best aspects of the course included the cutting-edge lessons on compressed sensing and the kind professor. The topic was very interesting and students got to learn the practical aspect of things as well. The worst aspects of the course included the challenging and comprehensive homework assignments, many of which seemed to have a strong mathematical base. The course would improve if there were more programming assignments and more challenging homework assignments to help student grapple with the more difficult content. Prospective students should have some math background in this highly recommended course.

### **EN.520.652.01**

#### **Filtering & Smoothing**

**Howard Weinert**

Overall quality of this course: 4.14

This class had 5 or fewer comments.

### **EN.520.666.01**

#### **Information Extraction**

**Sanjeev Khudanpur**

Overall quality of the class: 4.57

#### **Summary:**

The best aspects of the course included the useful content and material learned, as well as the assignments and projects which helped students understand many of the topics. The worst aspects of the course included the outdated research materials and hefty workload. The students felt that the course was also too focused on speech. The course would improve if there was a better textbook and more updated research materials. Prospective students should know that the course is challenging and that a good knowledge of probability and statistics is helpful.

### **EN.520.680.01**

#### **Speech and Auditory Processing by Humans and Machines**

**Hynek Hermansky**

## ELECTRICAL AND COMPUTER ENGINEERING

Overall quality of this course: 4.38

This class had 5 or fewer comments.

### **EN.520.702.01**

#### **Current Topics in Language and Speech Processing**

**Sanjeev Khudanpur**

Overall quality of this course: 4.47

This class had 5 or fewer comments.

### **EN.520.738.01**

#### **Adv Elec Lab Design**

**Ralph Etienne Cummings**

Overall quality of the class: 4.13

#### **Summary:**

The best aspect of the course was the practical and hands-on learning experience. Students were given flexibility to work at their own pace and to do projects of their choosing. The worst aspect of the course was the independent assignment. The course would improve if the students had more support and resources from the professor, in addition to a clearer and better structured course syllabus. Prospective students should know that the course is independently driven and they will get what they put into the course.

### **EN.520.772.01**

#### **Adv Integrated Circuits**

**Ralph Etienne Cummings**

Overall quality of this course: 4.40

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.662.642.01**

**Management and Leadership  
Eric Rice**

Overall quality of the course: 4.37

**Summary:**

The best aspects of this course included the experimental information and skills acquired; also, the students appreciated the instructor’s interactivity with them and the intriguing class discussions. One student felt the energy of class was low. Another student felt that the instructor focused on certain portions in more detail than others. Suggestions included incorporating group assignments and providing students with handouts or PowerPoint slides on the material. Prospective students should read all of the assigned readings and complete the out-of-class work; there is a lot of work, but it’s all packed with useful information.

**EN.662.692.01**

**Venture Planning  
Lawrence Aronhime**

Overall quality of the course: 4.32

**Summary:**

The best aspects of this course included the wide range of topics that were thoroughly covered by the instructor, as well as the practicality of the assignments. One student felt there was not enough feedback given on the case studies. Another student felt the surprise assignments were unnecessarily unexpected. Suggestions included providing more succinct class notes and slides, and more discussion on the strategies presented in the required readings. Prospective students should know that financial skills are important to know in order to complete the business plan assigned.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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**

**Intro Expository Writing**

**William Evans**

Overall quality of the course: 4.30

**Summary:**

Some of the best aspects of this course included the individualized attention and the consistent feedback students received from the instructor. Some students felt that the pace of the course moved too slowly and that the instructor was, at times, repetitive. One suggestion was to lessen the amount of in-class reading. Another suggestion included expanding the variety of the readings. Prospective students should prepare to work hard and to do a significant amount of writing.

**AS.060.100.02-03**

**Intro Expository Writing**

**Anne-Elizabeth Brodsky**

Overall quality of the course: 4.47

**Summary:**

Some of the best aspects of this course included the small class size and the quality of exposure to writing skills and the analytical thinking process. Students also appreciated that the instructor made sure that they had a firm understanding of the content before homework assignments were given. One student felt that, at times, the instructor’s directions for an assignment needed more clarity than what was provided. Suggestions included more conference time with the instructor, less group work, and smaller assignments (as opposed to 2 large writing assignments.) Prospective students should be aware that the class requires a good deal of work, particularly writing, but that the instructor thoroughly explains the writing process and conveys the content in a relatable way.

**AS.060.107.01**

**Introduction to Literary Study**

**Mark Thompson**

## ENGLISH

Overall quality of the course: 4.43

### Summary:

The best aspects of this course included the variety of texts used, the analytical approach to the content, and the discussion-based format. Students also appreciated that the instructor was fun and engaging. Some students felt that more guidance was needed in regards to the writing assignments and that the reading assignments were too lengthy. Suggestions included advising students on specifics before papers are assigned and facilitating the group discussions with more rigor. Prospective students should be prepared to take thorough notes as the exams are partially based on in-class content; also, they should be ready to offer criticism, analysis, and their participation in class discussion.

### **AS.060.107.02**

#### **Introduction to Literary Study**

**Jesse Rosenthal**

Overall quality of the course: 3.00

### Summary:

Some of the best aspects of this course included the in-class discussions and the variety of readings that were assigned. Students also appreciated the small class size. Some students felt that the class was often dominated by only a handful of students and that, at times, the material (the discussion topics, responses, instructions on how to write stylistically and to properly analyze literature) was too vague. Suggestions included providing the students with more feedback and allowing the students to facilitate and direct the in-class discussions more. Prospective students should keep up with the readings and participate in class discussions.

### **AS.060.114.01**

#### **Expository Writing**

**John Waterman**

Overall quality of the course: 4.00

### Summary:

Some of the best aspects of this course included the scope of discussion topics and the conferences that provided students with invaluable help. Students also appreciated that the instructor was very approachable and understanding. Some students felt that because feedback on essays wasn't given until just before the next assignment was due, learning from their mistakes was difficult. Suggestions included giving feedback sooner and discussing the writing process earlier in the semester rather than later. Prospective students should know that the material is intriguing but that the writing assignments can be challenging.

### **AS.060.114.02**

#### **Expository Writing**

**Robert Webber**

Overall quality of the course: 4.00

### Summary:

## ENGLISH

Some of the best aspects of this course included the interesting content and the thought-provoking and helpful one-on-one meetings with the instructor. One student felt that not enough feedback from the instructor was given. Another student stated that deadlines were announced too late. One suggestion was to make sure the syllabus is up to date and that deadlines are given in advance. Prospective students should be prepared to read a lot and steer clear of procrastination because the workload can become difficult to manage.

### **AS.060.114.03**

#### **Expository Writing**

**Amanda Zecca**

Overall quality of the course: 4.50

#### **Summary:**

Some of the best aspects of this course included the instructor's thorough explanation of the content and her eagerness to help the students. Students also appreciated the interesting material. One student felt that he/she was graded on the quality of his/her work rather than on improvement. Others noted that they did not like the assignment structure. Suggestions included more readings and for the instructor to grade based on a student's progress. Prospective students should know that the content is interesting and that a lot of writing/rewriting will be required of them.

### **AS.060.114.05**

#### **Expository Writing**

**Anthony Wexler**

Overall quality of the course: 4.85

#### **Summary:**

Some of the best aspects of this course included the in-class discussions and the variety of readings. Students also appreciated the feedback the instructor provided them with. Some students felt that too much writing was expected to be completed in a short amount of time. A common suggestion from students was for the instructor to provide more time between essay deadlines. Prospective students should be prepared to do a lot of writing and analyzing.

### **AS.060.114.06-07**

#### **Expository Writing**

**George Oppel**

Overall quality of the course: 4.75

#### **Summary:**

Some of the best aspects of this course included the in-class discussions and the interesting literature. Students also appreciated the conferences that the instructor held with them. Some of the students felt that the course load and/or readings were too time-consuming and tedious. Suggestions included having more in-class discussions in which students are encouraged to participate; also, providing the students with a grading rubric. Prospective students are encouraged to participate in the group discussions and must be prepared to do a lot of writing.

## ENGLISH

### **AS.060.114.09**

#### **Expository Writing**

**Jacob Chilton**

Overall quality of the course: 4.80

This class had 5 or fewer comments.

### **AS.060.114.10**

#### **Expository Writing**

**Grant Shreve**

Overall quality of the course: 4.00

This class had 5 or fewer comments.

### **AS.060.114.11**

#### **Expository Writing**

**Maria Lubina**

Overall quality of the course: 4.80

#### **Summary:**

Some of the best aspects of this course included the clear expectations given by the instructor and the well-paced structure of each class. Students also appreciated that a lot of the assignments revolved around art. One student felt that it was unfair to have to accept all of the instructor's revisions on a draft in order to get a good grade on the revision. One suggestion was to focus more on stylistic writing. Prospective students should know that the grading can be tough and the course requires one's full attention, but that the assignments and class discussions are engaging.

### **AS.060.114.12**

#### **Expository Writing**

**Nan Zhang**

Overall quality of the work: 4.38

This class had 5 or fewer comments.

### **AS.060.114.13**

#### **Expository Writing**

**David Schley**

Overall quality of the course: 4.80

This class had 5 or fewer comments.

### **AS.060.114.14-15**

#### **Expository Writing**



## ENGLISH

### **Marie O'Connor**

Overall quality of the course: 4.13

#### Summary:

The best aspects of this course included the interesting material and the conferences with the instructor. Students also appreciated the instructor's thorough feedback. Students felt too much class time was devoted to lecture and that there was not enough required student participation. Suggestions included typing or making legible the written feedback from the instructor and making class participation mandatory. Prospective students should know that this class is writing-intensive.

### **AS.060.114.16**

#### **Expository Writing**

#### **Andrew Sisson**

Overall quality of the course: 4.13

#### Summary:

Some of the best aspects of this course included the small class-size and the focus on old films. Students appreciated the instructor's undivided attention, thorough explanations, and support on assignments. Some students felt that the instructor's lectures were too long. Suggestions included more in-class discussions, more conference time, and more workshops. Prospective students should know that this class can improve their writing skills but that the grading can be tough.

### **AS.060.114.17**

#### **Expository Writing**

#### **Roger Maioli dos Santos**

Overall quality of the course: 4.71

#### Summary:

Some of the best aspects of this course included the conferences and the small class size. Students also appreciated the detailed feedback the instructor provided. Some of the students felt that the amount of writing required was time-consuming. One suggestion was to make the final paper due the week of finals. Prospective students should be prepared to write a lot and keep in mind that their final grade is based on a total of four papers.

### **AS.060.114.18**

#### **Expository Writing**

#### **Matthew Flaherty**

Overall quality of the course: 4.50

This class had 5 or fewer comments.

### **AS.060.138.01**

#### **No "I" in "News": The New Journalism, Hunter S. Thompson to David Foster Wallace**

#### **Douglas Tye**

## ENGLISH

Overall quality of the course: 4.53

### Summary:

The best aspects of this course included the interesting material and the assignments that were thought-provoking, making homework more enjoyable. Students appreciated the instructor's enthusiasm, willingness to offer support, and flexibility in regards to out-of-class work. Some students felt that the reading assignments were too large and that the quizzes were too tricky. Suggestions included spacing out the workload more evenly throughout the semester and focusing on fewer texts. Prospective students should know that the course covers work from contemporary writers; also, that it's absolutely crucial to keep up as the instructor administers detailed pop quizzes on most of the readings.

### **AS.060.142.01**

#### **Censorship and Modern Literature**

**Robert Day**

Overall quality of the course: 4.15

### Summary:

The best aspects of this course included the diverse, intriguing selections of books and the engaging lecturer. Some students felt the required reading workload was difficult to manage and excessive. A common suggestion was to balance the workload when papers and a lot of reading were required within the same week. Also, students found the group discussions lacking in substance. Prospective students should know that the subject matter in this class may be considered racy and that a good deal of novel-reading is expected.

### **AS.060.158.01**

#### **Advertising and Literary Modernism**

**Kara Wedekind**

Overall quality of the course: 3.24

### Summary:

The best aspects of this course were the topic and the interesting reading material. Students also appreciated the instructor's insightful commentary. A common opinion among students was that the choices in literature were too difficult, particularly "The Ambassadors." Suggestions included incorporating more focused in-class discussions while spending equal amounts of time on each novel. Prospective students should know that the course requires a large amount of intense, at times difficult, reading.

### **AS.060.201.01-04**

#### **The Nineteenth Century British Novel**

**Jesse Rosenthal**

Overall quality of the course: 4.19

### Summary:

## ENGLISH

The best aspects of this course included the choice in literature, the dynamic in-class discussions, and the relevant, well-organized content delivered in the lectures. Also, students appreciated the instructor's enthusiasm for the subject. Some students felt that the amount of reading required was excessive. Suggestions included lightening the required reading load or dividing the reading into two half-week segments. Prospective students should know that a lot of time and reading is required in this course but as long as they keep up, the workload is manageable and the class is enjoyable.

### **AS.060.260.01-02**

#### **Ethnic American Literature**

**Rani Neutill**

Overall quality of the course: 3.38

#### Summary:

The best aspects of this class included the diverse reading selection and the in-class discussions. Some students found the lectures dry and monotonous because the instructor read from written notes and essays. Suggestions included having the instructor adopt a more conversational lecturing style and making the PowerPoint slides available online. Prospective students should be aware that a lot of reading is required in this class and that it's absolutely imperative to attend each lecture.

### **AS.060.303.01**

#### **Literature of London**

**Jessica Valdez**

Overall quality of the course: 4.64

#### Summary:

The best aspects of this course included the in-depth group discussions facilitated by the instructor and the varied unique pieces of literature. Students also appreciated the instructors' genuine display of interest in the material. Some students felt that the amount of required readings was extensive. Suggestions included giving feedback quicker and changing the final from an exam to a paper assignment. Prospective students should know that this course requires a lot of reading and that it's very important to attend every class.

### **AS.060.311.01**

#### **On "Moral Insanity": Self-Control in Victorian Philosophy, Psychology...**

**Patrick Fessenbecker**

Overall quality of the course: 3.75

#### Summary:

The best aspects of this course were the diverse topics discussed and the well-organized structure of each class. One student felt that the instructor conveyed the subject matter through somewhat convoluted, abstract lectures. Another student felt that the pop quizzes on the readings were intentionally intricate. Suggestions included a more balanced approach to introducing the various components (philosophy, psychology, etc.) and lightening the amount of reading required. Prospective students should know that this course requires a great deal of reading and that the grading can be stringent at times.

## ENGLISH

### **AS.060.323.01**

#### **Modern British Poetry**

**Elizabeth Steedley**

Overall quality of the course: 4.00

#### **Summary:**

The best aspects of this course include the in-depth class discussions and the instructors' unique methods for engaging the students in difficult material. The students also appreciated that the instructor was available to help outside of class. Some students felt the material was a little "dry" at times. Suggestions included encouraging more students to participate in the discussions and assigning two to three larger papers, as opposed to several smaller ones. Prospective students should know that this class consists of several small assignments and that the instructor is a strict grader.

### **AS.060.327.01**

#### **Best Sellers in the Early Nineteenth Century: Sir Walter Scott, Lord Byron...**

**Nicholas Bujak**

Overall quality of the course: 3.94

#### **Summary:**

The best aspects of this course included the interesting material and the instructor's style in facilitating class discussions. Students also appreciated the instructor's enthusiasm for the subject. Some students felt that too much time was spent on Lord Byron. Suggestions included lightening the amount of required reading and broadening the scope of authors studied. Prospective students should know that this class requires a lot of reading, that quizzes are administered on a regular basis, but that the instructor-led discussions are invaluable.

### **AS.060.354.01**

#### **Marlowe and Shakespeare's History Plays**

**Magdalena Vinter**

Overall quality of the course: 4.64

#### **Summary:**

The best aspects of this course included the assigned readings and how motivated the instructor was. Some students felt the required readings were too lengthy and pedantic. One suggestion was to read the plays at a slower pace. Another suggestion was to make the questions on the quizzes less explicit. Prospective students should know that if this class is offered next semester, it will unfortunately not be with the same instructor.

### **AS.060.361.01**

#### **Literature, War, Trauma**

**Eric Sundquist**

Overall quality of the course: 4.68

## ENGLISH

### Summary:

The best aspects of this course included the engaging class discussions and the intriguing choice of material. Students also appreciated how enthusiastic and passionate the instructor was. Some students felt that there were too many required readings. Suggestions included less supplementary readings and more structured discussions. Prospective students should know that this class requires both a lot of reading and writing.

### **AS.060.372.01**

**Melville, Poe, Hawthorne**

**Sharon Cameron**

Overall quality of the course: 4.46

### Summary:

The best aspects of this course included the insight the instructor provided into the readings and class discussions. Also, students appreciated the instructor's engaging manner and commitment to providing valuable feedback. Some students felt that the amount of required reading was too heavy and that sometimes the in-class discussions felt strained. Suggestions included having students prepare their own questions/prompts for discussions and lightening the amount of required readings. Prospective students should know that the course requires a lot of reading and that it's important to come to class prepared.

### **AS.060.384.01**

**Jane Austen and the Eighteenth-Century Novel**

**Adam Grener**

Overall quality of the course: 4.73

### Summary:

The best aspects of this course included the well-facilitated in-class discussions and intricate passage analysis. Students also appreciated how supportive and engaging the instructor was. Some students felt that there was too much required reading. Suggestions included lightening the workload and giving out one reading assignment each week as opposed to two. Prospective students should know that this class requires a lot of reading and attention to detail, but the instructor is very eager to offer support.

### **AS.060.391.01**

**Early American Literature**

**Jared Hickman**

Overall quality of the course: 4.42

### Summary:

The best aspects of this course included the variety of texts required, as well as the engaging manner of the instructor. Students appreciated the instructor's encouraging, motivated teaching style. Some students felt that the required reading was too challenging and that feedback was not returned in a timely manner. Suggestions included lightening the workload and spending more than one week on a particular text. Prospective students should know that this class requires a lot of reading and a substantial amount of writing as well.

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

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

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

**EN.660.103.01**

**The Promise and Peril of Microfinance**

**Eric Rice**

Overall quality of the course: 4.64

**Summary:**

The best aspects of this course included the interesting material and its seminar-style format. One student felt that the instructor did not provide enough feedback. Another suggestion was to incorporate a more qualitative approach to micro-financing as opposed to a theoretical approach. Another suggestion included providing slides or some other kind of supplemental material. Prospective students should know this is considered by former students to be both an entertaining and informative introductory course.

**EN.660.105.01-06**

**Introduction to Business**

**Lawrence Aronhime**

Overall quality of the course: 3.85

**Summary:**

The best aspects of this course included the intriguing lectures, the helpful sections, the applicability of the subject matter learned, and the supplemental lecture slides used by the instructor. Some students felt that many of the assignments seemed more like “busy work.” One suggestion was to incorporate more critical thinking-based work. Another suggestion included providing more succinct guidelines for the memo/case study assignments. Prospective students should know that this class is work-intensive and that it involves a lot of independent work.

**EN.660.105.07-08**

**Introduction to Business**

**Keith Quesenberry**

Overall quality of the course: 3.04

## ENTREPRENEURSHIP & MANAGEMENT

### Summary:

The best aspects of this course included the engaging lectures, the exposure to a variety of business basics, and the helpful slides that were available. Some students felt there was too much “busy work” assigned. Suggestions included lessening the workload, providing more background before assigning homework, and incorporating more of a focus on one or two key business aspects. Prospective students should know that this course involves a heavy workload.

### **EN.660.203.01**

#### **Financial Accounting**

**Lawrence Aronhime**

Overall quality of the course: 4.21

### Summary:

The best aspects of this course included the particular focus on group-discussion as opposed to lecturing; also, students appreciated the instructor’s ability to relate the material to realistic situations and the engaging manner with which he taught the class. Some students felt that having homework due every class was excessive. Students also felt the case studies were tacked onto the end of the semester as “busy work.” Suggestions included introducing the cases earlier in the semester and providing more opportunities for the students to work through problems in class. Prospective students should know that this course is work-intensive.

### **EN.660.203.02-03**

#### **Financial Accounting**

**Annette Leps**

Overall quality of the course: 4.29

### Summary:

The best aspects of this course included the instructor’s effective style of teaching and the concise presentation of the fundamentals of financial accounting. One student felt the homework was not always relevant to the lectures. Another student felt the duration of the class was too lengthy. Suggestions included slowing the pace of the class and utilizing PowerPoint slides. Prospective students should know that it’s imperative to keep up with the work and to go to the instructor for help as needed.

### **EN.660.203.04**

#### **Financial Accounting**

**Gail Wright**

Overall quality of the course: 3.08

### Summary:

The best aspects of this course included the online components that provided students with guidance through the material, and the fact that the instructor was both knowledgeable and helpful. Some students felt the instructor often went off on tangents during the lecture. Also, students wished the instructor would have incorporated visual aids. Suggestions included replacing the quizzes with

## **ENTREPRENEURSHIP & MANAGEMENT**

mandatory homework assignments and offering the class twice a week as opposed to only once. Prospective students should know this is a work-intensive course.

### **EN.660.203.05**

#### **Financial Accounting**

**Sean Furlong**

Overall quality of the course: 4.66

#### **Summary:**

The best aspects of this course included the instructor's concise presentation of the material, and the PowerPoint slides that he provided were very useful. One student felt being required to learn definitions and vocabulary was excessive. Another student struggled with the amount of incorrect material given in the lecture notes. Suggestions included providing students with a definitive formula for quizzes and exams and posting the slides online pre-lecture. Prospective students should know that there are frequent quizzes given and multiple tests administered in this class.

### **EN.660.250.01**

#### **Principles of Marketing**

**Leslie Kendrick**

Overall quality of the course: 4.10

#### **Summary:**

The best aspects of this course included the group project, the instructor's enthusiasm for and knowledge of the material, and the multiple opportunities students had to participate. One student felt the instructor should have taken the pupils' interests into account when presenting various examples to the class. Another student felt the textbook repeated information too much. Suggestions included incorporating more contemporary videos and examples into the class, and spreading out the quizzes throughout the semester. Prospective students should know that quizzes are administered every class.

### **EN.660.250.02**

#### **Principles of Marketing**

**Donna Crane**

Overall quality of the course: 4.11

#### **Summary:**

The best aspects of this course included the engaging lectures, the instructor's interactive teaching style, and the light workload. One student felt the grading was too harsh. Another student felt the cereal project was tedious. Suggestions included more explicit feedback in regards to how and why an assignment is graded a particular way; also, incorporating more multiple choice questions into the exams. Prospective students should know this course requires a lot of work outside the classroom.

### **EN.660.250.03**

#### **Principles of Marketing**

**Marci DeVries**



## ENTREPRENEURSHIP & MANAGEMENT

Overall quality of the course: 4.14

### Summary:

The best aspects of this course included the group collaboration, the key marketing skills learned, and the relevant assignments. One student felt the lectures didn't delve deep enough into the material. Another student felt the midterm was irrelevant to the material discussed in class. Suggestions included making the exams as applicable as the homework is to the subject matter; also, providing students with more than five questions per test. Prospective students are encouraged to thoroughly read the textbook.

### **EN.660.250.04**

#### **Principles of Marketing**

**Josianne Pennington**

Overall quality of the course: 4.00

### Summary:

The best aspects of this course included the intriguing lectures, the guest speakers, and the variety of concepts introduced. Some students felt the instructor didn't provide enough feedback. Students also felt the instructor was, at times, too nit-picky. Suggestions included testing students on practical applications on exams and omitting multiple-choice; also, utilizing a better textbook would be beneficial. Prospective students should know this is a reading-intensive class.

### **EN.660.250.05**

#### **Principles of Marketing**

**Theresa Jones**

Overall quality of the course: 4.10

### Summary:

The best aspects of this course included the informative class discussions, the intriguing material, and the interactivity encouraged by the instructor. One student felt the weekly quizzes given were excessive. Another student felt the duration of class was too long. Suggestions included making the groups smaller for the group project, and incorporating time to review the material from the previous weeks' lessons. Prospective students should know this is a reading-intensive course.

### **EN.660.303.01**

#### **Managerial Accounting**

**Annette Leps**

Overall quality of the course: 4.37

### Summary:

The best aspects of this course included the instructor's willingness to help and the "real life" scenarios she presented. One student felt that several assignments were often due on the same day. Another student felt the instructor went through the material at too rapid a pace. Suggestions included reviewing financial accounting a little more and providing students with short-answer problems on the exams. Prospective students should know it's important to attend every class and take thorough notes.

## ENTREPRENEURSHIP & MANAGEMENT

### **EN.660.308.01**

#### **Business Law I**

**David Fisher**

Overall quality of the course: 3.63

#### Summary:

The best aspects of this course included the overview of the different types of law and the applicable problem sets that were assigned. Some students felt that the class was too long and that the lectures were often difficult to attend. One suggestion was to quicken the pace of the material presented throughout the semester. Another suggestion included breaking the course into smaller segments twice a week. Prospective students should know it's important to study the key terms.

### **EN.660.308.02**

#### **Business Law I**

**W Rakes**

Overall quality of the course: 4.04

#### Summary:

The best aspects of this course included the practical material and engaging instructor. Some students felt the exams were difficult to understand because they were poorly worded. One suggestion was to incorporate more interactive activities as opposed to lectures. Another suggestion included posting the class notes online. Prospective students should be interested in business entrepreneurship to fully enjoy this course.

### **EN.660.310.01**

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

**Mark Franceschini**

Overall quality of the course: 3.91

#### Summary:

The best aspects of this course included the documentaries, guest lecturers, and engaging class discussions. One student felt the instructor didn't introduce all the material on which he/she was later tested. Another student felt the grading on assignments was arbitrary. Suggestions included requiring fewer pages on the final paper and incorporating some free-response questions into the exams. Prospective students should know that this is a reading and writing-intensive course.

### **EN.660.311.01**

#### **Law and the Internet**

**Douglas Sandhaus**

Overall quality of the course: 3.86

#### Summary:

## **ENTREPRENEURSHIP & MANAGEMENT**

The best aspects of this course included the intriguing material and the engaging instructor. One student felt that only the fundamentals were covered in the lectures. One suggestion was to replace the final paper with a group project. Another suggestion included incorporating guest lecturers. Prospective students should be sure to attend every class and take thorough notes.

### **EN.660.321.01**

#### **Managing & Marketing Social Enterprises**

**Eric Rice**

Overall quality of the course: 4.90

#### **Summary:**

The best aspects of this course included the discussion-based format and the opportunity to learn practical applications. One student felt the syllabus was vague. Another student felt that the instructor didn't provide enough feedback. Suggestions included restructuring/clarifying the grading system and streamlining the lectures. Prospective students should know they will be responsible for completing field research in this writing-intensive course.

### **EN.660.332.01**

#### **Leadership Theory**

**William Smedick**

Overall quality of the course: 4.67

#### **Summary:**

The best aspects of this course included the group project, classroom discussions, and enthusiastic instructor. One student felt that the deadlines for the project were not clearly defined. Another student felt that the assignments were often repetitive. Suggestions included eliminating the New York Times articles and providing students with more time on the reflection papers. Prospective students should know this is a writing-intensive course.

### **EN.660.336.01**

#### **Community Engineering: Interdisciplinary Problem Solving-Community Base...**

**Peter Beilenson, Eric Rice**

Overall quality of the course: 4.23

#### **Summary:**

The best aspects of this course included the opportunity to work on a community-based project for the greater good of Baltimore City, and the amount of independence provided to each student. Some students felt they were not provided with enough instructor feedback. One suggestion was to have the students start their community projects earlier in the semester. Another suggestion included utilizing Blackboard. Prospective students should be prepared to take initiative and to do meaningful work within the Baltimore City communities.

### **EN.660.340.01**

#### **Principles of Management**

**Illysa Izenberg**

## ENTREPRENEURSHIP & MANAGEMENT

Overall quality of the course: 4.69

### Summary:

The best aspects of this course included the lectures, in-class activities, feedback from the instructor on memos, and the in-class discussions. Students really appreciated the instructor's enthusiasm for the material. Some students found the weekly memos excessively time-consuming. One suggestion included assigning students to groups so that they can meet new people. Prospective students should know that there are weekly assignments and quizzes, but previously enrolled students found it to be a beloved course.

### **EN.660.341.01**

#### **Business Process and Quality Management**

**Joshua Reiter**

Overall quality of the course: 4.18

### Summary:

The best aspect of this course included the lessons on how to manage a business. Students also appreciated the group projects and the guest lecturers. One student felt there was an excessive amount of group work required. Another student felt he/she was not academically-challenged enough. Suggestions included providing students with more feedback and lecturing less from PowerPoint slides. Prospective students should know this course consists of group work, a fair amount of writing, and class presentations.

### **EN.660.352.01**

#### **New Product Development**

**Michael Agronin**

Overall quality of the course: 4.14

### Summary:

The best aspects of this course included the opportunity to work with other students, the guest lecturers, and the assignments that built up to a semester-long project. One student felt the grading criterion was not always explained thoroughly. Another student wished he/she would have been able to choose his/her group project partners. Suggestions included incorporating more interactivity into the lectures and clarifying the project brainstorm. Prospective students should earnestly wish to develop a new product, and know that they will be working in groups.

### **EN.660.354.01-02**

#### **Consumer Behavior**

**Donna Crane**

Overall quality of the course: 3.67

### Summary:

The best aspects of this course included the engaging video clips, interesting case studies and labs, the instructor's enthusiasm, and the applications to marketing. One student felt the instructor's grading

## ENTREPRENEURSHIP & MANAGEMENT

system was subjective. Another student felt the amount of group work required was excessive. Suggestions included providing examples for the group case studies and incorporating more independent assignments. Prospective students should know this course requires a lot of group work.

### **EN.660.370.01**

#### **Multinational Firms in the International Economy**

**Dorothee Heisenberg**

Overall quality of the course: 4.57

This class had 5 or fewer comments.

### **EN.660.404.01**

#### **Business Law II**

**David Fisher**

Overall quality of the class: 4.12

#### **Summary:**

The best aspects of the course included the business law cases and the interesting material learned. The worst aspects of the course included the lengthy class time and the dull lectures. The students also felt that the exams were not reflective of what they learned and were sometimes unusually tricky. The course would improve if the lectures were more engaging and inclusive of discussions. It would also improve the course if exam questions were more straightforward and not tricky. Prospective students should expect to learn a lot of interesting material in this informative Business Law course.

### **EN.660.420.01**

#### **Marketing Strategy**

**Leslie Kendrick**

Overall quality of the class: 4.41

#### **Summary:**

The best aspects of the course included the professor and practice lessons on marketing strategy. The professor was extremely helpful and students enjoyed the case studies they worked with. The worst aspects of the course included the weekly writing and reading assignments from a somewhat outdated textbook. The course would improve if the case studies were replaced with newer and better cases than the ones currently available. Prospective students should know that there is a quiz each week and lots of weekly assignments to help them understand marketing strategy.

### **EN.660.450.01**

#### **Advertising & Integrated Marketing Communication**

**Leslie Kendrick**

Overall quality of the class: 4.11

#### **Summary:**

## **ENTREPRENEURSHIP & MANAGEMENT**

The best aspect of the course was the invaluable hands-on experience students got in the class through things like the campaign assignment. Students got to work on real life marketing campaigns in teams. The worst aspects of the course included the unpredictable workload and poorly organized projects. Students also had difficulty in their respective groups because many of the project managers were unprofessional and disorganized. The course would improve if the projects were better managed from the beginning to the end, if the quizzes were reduced or eliminated, and if there was more effective communication between group members. Prospective students should know that the course is fun and it will give lots of real-life experience and awareness of the advertising and marketing fields.

**EN.660.665.01**

**Technology Entrepreneurship**

**Lawrence Aronhime**

Overall quality of the class: 4.78

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.061.141.01**

**Introduction to Cinema, 1941-present**

**Lucy Bucknell**

Overall quality of the course: 4.03

**Summary:**

Some of the best aspects of this course included the exposure to a wide range of interesting films and the enjoyable, dynamic in-class discussions. Students also appreciated the instructor’s enthusiasm for the subject. Some felt that the instructor was too reliant on students providing precise answers. Suggestions included shortening the class into smaller segments that meet biweekly and providing the students with more detailed feedback on their returned work. Prospective students should know that participation is required, attending the screenings is crucial, and that this class consists of a lot of reading and writing.

**AS.061.150.01**

**Introduction to Film Production**

**John Mann**

Overall quality of the course: 4.86

**Summary:**

The best aspects of this course included the hands-on experience and the instructor’s enthusiasm for the subject. One student felt there was not enough class structure, particularly while waiting for film to develop. Another student felt the class was too short. One suggestion was to make film groups smaller. Prospective students should know that the class is a lot of fun and involves a large amount of independent learning.

**AS.061.152.01**

**Introduction to Digital Film**

**Jimmy Roche**

Overall quality of the course: 4.75

## FILM AND MEDIA STUDIES

### Summary:

The best aspects of this course included the opportunity to create one's own film and the lessons on effectively operating a DSLR camera. Students also appreciated the enthusiasm the instructor expressed on the subject. Some students felt that the availability of only three cameras made filming their projects hectic and/or rushed. A common suggestion for improving this class was to acquire more filming equipment, particularly cameras. Prospective students should be genuinely interested in making movies and must be prepared to pay close attention to the instructor's directions.

### **AS.061.209.01**

#### **Special Topics: Surrealism and Film**

**Karen Yasinsky**

Overall quality of the course: 4.13

### Summary:

Some of the best aspects of this course were the discussions and the unique films the students watched. Students also appreciated the instructor's enthusiasm for the content. Some students reportedly felt confused during lectures and a few did not like the Sunday screenings. Suggestions included incorporating an easier-to-understand syllabus and holding class on a weekday. Prospective students should know that the material in this class can be complex. Also, it's crucial to pay attention, and regular write-ups are required.

### **AS.061.225.01**

#### **Special Topics: Introduction to Animation**

**Karen Yasinsky**

Overall quality of the course: 4.43

This class had 5 or fewer comments.

### **AS.061.245.01**

#### **Introduction to Film Theory**

**Suzanne Roos, Meredith Ward**

Overall quality of the course: 4.15

### Summary:

Some of the best aspects of this course included the class discussions and the instructors' lectures that were well organized. Students also appreciated the instructor's engaging demeanor. Some of the students felt that the readings were dense. Suggestions for improvement included devoting more discussion time to the films and omitting either the final exam or the final paper. Prospective students should know that class discussions often revolve around assigned readings, so keeping up with the work is important; also, students are required to present in front of the class.

### **AS.061.339.01**

#### **A Cinema Of Anxiety: Film Noir**

**Lucy Bucknell**



## FILM AND MEDIA STUDIES

Overall quality of the course: 4.75

### Summary:

Some of the best aspects of this course included the detailed feedback provided by the instructor and the instructor's informed passion in regards to the subject. One student felt that a negative aspect of the class was screening two films per week. One suggestion was to shorten the amount of screenings per week to just one. Another suggestion was to provide students with the opportunity to explore more diverse noir films. Prospective students should know that an introductory course helps but is not mandatory in regards to the technical, lexical, and analytical class discussions.

### **AS.061.342.01**

#### **Going "On the Road": The Road Movie**

**Linda DeLibero, Meredith Ward**

Overall quality of the course: 4.13

### Summary:

The best aspects of this course included the in-depth class discussions and the engaging way in which the instructor lectured. Students appreciated how informative and passionate the instructors were about the course material. Some students felt that the material in the textbook was obsolete and inaccurate and that the length of the class was too long. Suggestions included getting rid of the textbook and having more instructor-facilitated discussions than student projects. Prospective students should have a working knowledge of film analysis and should be prepared to do a lot of reading.

### **AS.061.356.01**

#### **Narrative Productions**

**Matthew Porterfield**

Overall quality of the course: 4.43

### Summary:

The best aspects of this course included being a part of a film production team and also getting to collaborate with students from MICA. Some students felt that instructors' feedback focused too much on cinematography, editing, aesthetics, and that the actual class was unnecessarily long with too much unstructured class time. Suggestions included incorporating students from Peabody and providing more structure during class. Prospective students should only take "Narrative Productions" if they are serious about learning film production as the course work takes up a lot of time. Also, most of the work occurs outside the classroom.

### **AS.061.381.01**

#### **Sound on Film**

**Karen Yasinsky**

Overall quality of the course: 4.55

### Summary:

## FILM AND MEDIA STUDIES

The best aspects of this course included the opportunity for students to work with sound engineers and composers, as well as the creative freedom the instructors provided. Some students felt that it was asking too much of them – the regularly assigned readings and reading responses on top of the 2 film projects. One suggestion was for instructors to make clear what each person is responsible for within their assigned team. Another suggestion was to nix the reading reviews. Prospective students should know that the course requires a great deal of time, and a working knowledge of film production is highly recommended.

### **AS.061.397.01**

#### **French Masculinities**

**Laura Mason**

Overall quality of the course: 4.55

#### **Summary:**

The best aspects of this course included the dynamic in-class discussions and the instructor's choice of films. Students also appreciated the instructor's intriguing historical analyses that provided students with new perspectives on the progression of masculinity through film. Some students felt the assigned readings were either too large or undefined, or that they did not correspond appropriately with the film/topic. Suggestions included having more discussions about the films and less discussions about the readings, as the density of the reading assignments seemed to prevent students from contributing in class.

### **AS.061.420.01**

#### **The French New Wave**

**Suzanne Roos**

Overall quality of the course: 4.57

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.500.401.01**  
**Research Laboratory Safety**  
**Daniel Kuespert**

Overall quality of the course: 4.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.570.110.01  
Introduction to Engineering for Sustainable Development  
Erica Schoenberger**

Overall quality of the course: 4.42

**Summary:**

The best aspects of this course included the guest lecturers, the opportunity to create one’s own project, and the discussion-based format. Some students felt the class needed more structure. Also students felt the expectations for the projects were not well-explained. Suggestions included varying the responses to each of the readings and incorporating a few more lectures from the class instructor. Prospective students should know this is a reading-intensive class.

**EN.570.210.01  
Computation/Math Modeling  
Peter Wilcock**

Overall quality of the course: 3.13

**Summary:**

The best aspects of this course included the workshops, useful and applicable material, as well as the opportunity for students to learn Excel as a practical tool. A few students felt the lectures were not relatable to the course content. Students also felt the homework was too long and excessively tedious. Suggestions included providing students with more time to work on problem sets and devoting more class time to learning code. Prospective students should know that this is a work-intensive class.

**EN.570.239.01  
Emerging Environ Issues  
A Roberts**

Overall quality of the course: 3.70

**Summary:**

## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

The best aspects of this course included the intriguing subject matter, the instructor's organization of the material, and the applications and solutions used in class. One student felt the instructor was consistently too busy to meet outside of class with students who were struggling. Another student felt the expectations were unclear regarding quizzes and exams. Suggestions included clarifying the grading system and hiring a TA for the class. Prospective students should know the course involves a great deal of organic chemistry.

### **EN.570.302.01**

#### **Water & Wastewater Treatment**

**William Ball**

Overall quality of the course: 3.52

#### **Summary:**

The best aspects of this course included the lecture slides being made available on Blackboard, the class field trip, and the instructor's lecturing style. Some students found it difficult to prepare for exams because what one was expected to know was often minute and nit-picky. One suggestion was to incorporate more design samples. Another suggestion was pacing the class slower throughout the duration of a semester. Prospective students should know that the homework and PowerPoint slides are key study guides for the quizzes and exams.

### **EN.570.304.01**

#### **Environmental Eng Lab**

**A Roberts**

Overall quality of the class: 4.07

#### **Summary:**

The best aspect of this course included the helpful pre-lab handouts, the opportunity to apply one's knowledge to lab work, and the level of intellectual rigor expected from the students. A few students felt the instructor's expectations were, at times, unclear. One student felt the time commitment was excessive. Suggestions included adopting a less-intense grading system and providing students with more feedback. Prospective students should know that the work required for this course is time-consuming.

### **EN.570.328.01**

#### **Geography & Ecology of Plants**

**Grace Brush**

Overall quality of the course: 3.66

#### **Summary:**

The best aspects of this course included the field trip, the opportunity for students to select the focus of their final project, and the intriguing discussion topics. Some students felt that the expectations for the final project needed clarification. One suggestion included incorporating more interactive lectures. Another suggestion was providing more time for one-on-one conferences and project updates with the instructor. Prospective students should know that their grade is based on one assignment – the final project.

## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

### **EN.570.407.01**

#### **Comparison of Environmental Challenges and Governance in China and the U.S.**

**Hedy Alavi, Edward Bouwer**

Overall quality of the course: 3.68

#### **Summary:**

The best aspect of this course included the video-conferences with students in China. Also, students appreciated that the instructor provided both thorough guidance throughout the semester and explicit feedback. Some students felt the instructor often went on tangents during lectures, at times speaking over the guest lecturer. One suggestion was to incorporate more class discussions. Another suggestion included more awareness of how class time is managed. Prospective students are encouraged to pay attention to the key governance frameworks that are discussed, as they will be useful to the midterm and final.

### **EN.570.418.01**

#### **Multi-objective Programming and Planning**

**Justin Williams**

Overall quality of the course: 4.40

#### **Summary:**

This course had 5 or fewer responses.

### **EN.570.421.01**

#### **Env Eng Design II**

**Edward Bouwer, Peter Wilcock**

Overall quality of the course: 2.77

#### **Summary:**

The best aspects of this course included the communication with actual clients, the open-ended discussion format, and the exposure to new engineering concepts. Several students felt the expectations on assignments were often unclear and the absence of communication between the instructors was apparent. One suggestion included giving each team an individual project and budget. Another suggestion was to provide students with more access to resources, including lectures given by guest speakers with more relevant association. Prospective students should know this course is great preparation for what they will need to know as beginning engineers, but the learning curve is considerably steep.

### **EN.570.423.01**

#### **Princip of Geomorphology**

**Peter Wilcock**

Overall quality of the course: 3.43

This class had 5 or fewer comments.

## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

### **EN.570.428.01**

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

**Steve Hanke**

Overall quality of the course: 4.95

#### **Summary:**

The best aspect of this course was the opportunity for students to conduct independent research. Students appreciated the fact that issues and problems presented were not from a textbook and that the instructor was distinguished in this particular field of work. Students felt that the required work piled up too quickly and that there was too much unstructured class time. Suggestions included incorporating weekly meetings with the student's entire team. Prospective students should know it's pertinent that they manage their time.

### **EN.570.432.01**

#### **Sediment Transport & River Mechanics**

**Peter Wilcock**

Overall quality of the course: 3.82

#### **Summary:**

The best aspects of this course included the informative lectures, lessons on HEC-RAS, and the fact that there were no exams. One student felt the project seemed rushed and haphazardly put together. Another student felt the lectures were tedious at times. Suggestions included improving the communication between the instructors and incorporating more in-class activities and discussions. Prospective students should know that the course requires a lot of self-initiative.

### **EN.570.441.01**

#### **Environmental Inorganic Chemistry**

**Alan Stone**

Overall quality of the course: 4.17

This class had 5 or fewer responses.

### **EN.570.446.01**

#### **Bio Process Water/Wastewater Trtmt**

**Edward Bouwer**

Overall quality of the course: 4.39

#### **Summary:**

The best aspect of this course was the problems that were broken down into understandable segments for the benefit of the students. The course covered basic processes regarding wastewater treatment and gave students a comprehensive understanding of the operation procedure in a wastewater treatment plant. Some students felt the assignments were purposefully excessive and too difficult to complete. One suggestion included shortening the study guides. Another suggestion was not making the final exam

## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

cumulative. Prospective students should know that background knowledge in physiochemical treatment methods is beneficial.

### **EN.570.448.01**

#### **Phys/Chem Processes II**

**Kai Loon Chen**

Overall quality of the course: 4.48

#### **Summary:**

The best aspects of this course included the note packets, the handouts designed so that students can add additional notes, and the organized lectures. One student felt that the course focused too much on theoretical aspects and derivations, and not enough on understanding practical concepts. Another student felt the grading system was “draconian.” Suggestions included providing students with partial credit and better feedback on returned assignments. Prospective students should know that they will learn a lot in this course, but must be prepared to complete a lot of Excel spreadsheets.

### **EN.570.449.01**

#### **Social Theory for Engineers**

**Erica Schoenberger**

Overall quality of the course: 4.83

This class had 5 or fewer comments.

### **EN.570.452.01-02**

#### **Exper Meth Env Eng Chem**

**Alan Stone**

Overall quality of the course: 4.57

This class had 5 or fewer comments.

### **EN.570.470.01**

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

**Steve Hanke**

Overall quality of the course: 5.00

This class had 5 or fewer comments.

### **EN.570.491.01**

#### **Hazardous Waste Eng & Mgmt**

**Hedy Alavi**

Overall quality of the course: 3.75

#### **Summary:**



## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

The best aspect of this course was the notes that were provided online. Students also appreciated learning about EPA regulations regarding hazardous waste, and the instructor for not making the required readings and homework excessively difficult. One student felt the instructor read too much verbatim from PDF notes. Another student felt the class was too long, that it should have been divided into halves twice a week. Prospective students should know that note sheets are permitted with the exams and they should put as much as they can onto their note sheets.

### **EN.570.521.01**

#### **Landscape Hydrology and Watershed Analysis**

**Ciaran Harman**

Overall quality of the class: 3.62

#### **Summary:**

The best aspects of this course included the passionate professor, the useful lessons on hydrology, and the enlightening readings and discussions. The worst aspects of the course included the lack of feedback given on assignments and the hard to follow lectures. The professor had very high expectations and seemed to give out a heavy amount of assignments in an effort to cover so much material at once. The course would improve if students received feedback on their assignments so that they could individually identify areas of improvement. Prospective students may find the subject interesting if they are interested in hydrology, but should expect lots of reading and writing.

### **EN.570.601.01**

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

**Grace Brush**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

### **EN.570.607.01**

#### **Energy Pol & Plan Models**

**Benjamin Hobbs**

Overall quality of the class: 4.68

#### **Summary:**

The best aspects of this course included the lectures, the professor's teaching style, and the different types of models students learned in class. The students also found the discussions, notes, and assignments very helpful. The worst aspects of the course included the heavy workload and difficult exams. The course would improve if there were more lessons on energy policy, average cost pricing, and energy system modeling. Students also recommend more practical and creative projects/lessons. Prospective students should be prepared to spend lots of time with some very challenging homework assignments, and should have a good math background to take this course.

### **EN.570.618.01**

#### **Multiobject Programming and Planning**

**Justin Williams**

## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

Overall quality of this course: 4.42

This class had 5 or fewer comments.

### **EN.570.633.01**

#### **Stochastic Simulation and Game Theory**

**Seth Guikema**

Overall quality of this course: 4.40

This class had 5 or fewer comments.

### **EN.570.634.01**

#### **Foundational Literature of Risk and Decision Analysis**

**Seth Guikema**

Overall quality of the class: 4.43

#### **Summary:**

The best aspects of this course included the class discussions and variety of topics learned in class. The worst aspects of the course included the awkward Friday class time and the complex reading material. Students felt like some of the discussions were repetitive and that the professor could have given more feedback on how they were performing in the class. The course would improve if there was more feedback on student assignments, and if there were more effective ways of engaging the students. Prospective students should have a good background in probability and statistics.

### **EN.570.657.01**

#### **Air Pollution**

**Joseph Ellis**

Overall quality of the class: 4.04

#### **Summary:**

The best aspects of the course included the interesting lectures, wide range of topics covered, and the very enthusiastic professor. The professor showed a genuine interest in helping students learn the material and was very flexible with the class. The worst aspect of the course was the professor's disorganized lectures because he would sometimes leave out vital information. Students also felt that the lessons on Air Pollution were repetitive. The course would improve if there were more detailed and organized lessons on Air pollution. Prospective students should prepare for some challenging weekly assignments, and must have a strong engineering/math background to understand many of the concepts.

### **EN.570.659.01**

#### **Environmental Policy Analysis**

**Catherine Norman**

Overall quality of this course: 4.09

This class had 5 or fewer comments.

**EN.570.676.01**

**Stochastic Programming**

**Joseph Ellis**

Overall quality of the class: 4.11

Summary:

The best aspects of the course included the wide range of topics covered on stochastic programming. The professor was kind, approachable, and knowledgeable in the subject of stochastic programming. The worst aspects of the course included the professor's fast paced lessons and the lack of adequate practice assignments for students to really understand the concepts. The course would improve if there were more practice problems and more detailed class lessons. Prospective students should have some previous background in optimization algorithms.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.210.102.01  
French Elements II  
Pervinca Rista**

Overall quality of the course: 4.88

This class had 5 or fewer responses.

**AS.210.102.02  
French Elements II  
Claude Guillemard**

Overall quality of the course: 4.65

**Summary:**

The best aspects of this course included trips to the language lab, quizzes, the option to drop one's lowest score, and the focus on discussion-based learning as opposed to memorization. Students also appreciated the instructor's lecturing style and enthusiasm for the course content. Some students felt that there was not enough emphasis on the oral facets of the language. Suggestions included clarifying assignment requirements more and providing students with more opportunities to speak the language in class. Prospective students should be prepared for a sizeable amount of work and are encouraged to take advantage of the language lab.

**AS.210.102.03  
French Elements II  
Kathryn Haklin**

Overall quality of the course: 4.58

**Summary:**

The best aspects of this course included the frequent homework assignments – students can review recently-learned material while earning points at the same time; the instructor's feedback on assignments was helpful and relevant; and the majority of the class was taught in French. Students also

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

appreciated the instructor's enthusiasm for the material. Some students didn't find the Tuesday class helpful; that because of the large class size, the students found adequate participation difficult to achieve. Suggestions included incorporating more opportunities to practice pronunciation and providing more quizzes/tests but with less cumulative content on each. Prospective students should know that this course requires a lot of studying but the instructor allows students to turn in corrected work for extra points.

### **AS.210.102.04** **French Elements II** **Autumn Vowles**

Overall quality of the course: 4.46

#### Summary:

The best aspects of this course included the incorporation of hands-on, interactive activities, the exposure to French both in oral and improvisational situations, the productive class discussions, and the instructor's ability to convey the concepts in a simple, understandable manner. One student felt that the progression of the course throughout the semester was slow. Another student felt that the Tuesday meetings became repetitive toward the end of the semester. Suggestions included incorporating more opportunities for conversational practice in class and changing the time of the Tuesday section to later in the day. Prospective students should know that the material builds on itself as the semester progresses; it's extremely important to keep up with the assignments.

### **AS.210.111.01** **Spanish Elements I** **Matteo Cantarello**

Overall quality of the course: 4.17

This course had 5 or fewer responses.

### **AS.210.111.02** **Spanish Elements I** **Mary Speer**

Overall summary of the course: 3.46

#### Summary:

The best aspects of this course included the small class size, the creative assignments designed by the instructor, and the incorporated repetition that helped students better understand the material. One student felt that the mid-term requirement of a five minute conversation was excessive for a 100 level class. Some students felt the instructor's teaching format was ineffective and/or disorganized. Suggestions included posting notifications on Blackboard regarding homework due dates and allowing students more preparation time for the conversational portion of the exams. Prospective students should know the homework for this course is due online and it's important that they follow along.

### **AS.210.112.02-03** **Spanish Elements II**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### **Michelle Tracy**

Overall quality of the course: 4.19

#### **Summary:**

The best aspects of this course included the integration of frequent exercises, the small class size, and that the textbook was relevant and corresponded appropriately to the lectures. Students appreciated the instructors' willingness to help, and overall interaction. Some students felt the grading on written assignments was needlessly tough, and the instructor was at times, difficult to keep up with.

Suggestions included utilizing a different online component and incorporating more reviews prior to exam dates. Prospective students are encouraged to pace themselves when studying for exams in this course; it's not possible to cram the night before and get a good grade.

### **AS.210.112.04**

#### **Spanish Elements II**

##### **Christian Pack**

Overall quality of the course: 4.50

#### **Summary:**

The best aspects of this course included the real-world examples and situations provided by the instructor, the class discussions, and the instructor's interactive lecturing style. One student didn't appreciate that an expensive required text was never used. Another student felt that class time wasn't always used effectively. Suggestions included spending more time on grammatical concepts and getting rid of MySpanishLab. Prospective students are encouraged not to wait to complete the lab activities.

### **AS.210.112.05**

#### **Spanish Elements II**

##### **Lauren Judy**

Overall quality of the course: 3.92

#### **Summary:**

The best aspects of this course included the instructor's availability to answer questions and provide help, the oral activities were advantageous in learning and understanding the language better, and the chances to practice speaking firsthand proved invaluable during test times. One student felt that the absence of partial credit made tests excessively difficult. Another student felt that the MySpanishLab was such an unreliable program that using it felt counterintuitive to learning the material. Suggestions included explaining directions to students in English and incorporating more speaking time during class. Prospective students should know that frequent tests are administered in this course.

### **AS.210.112.06**

#### **Spanish Ents II**

##### **Francisco Gomez Martos**

Overall quality of the course: 3.89

#### **Summary:**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

The best aspects of this course included the conversational classroom format, the wide breadth of knowledge obtained throughout the semester, and the instructor's approachability. Students also appreciated that the instructor taught enthusiastically. One student felt that assigning smaller, more frequent homework assignments would be more beneficial than dispensing large compilations. Another student felt that there was no way for students who show improvement to boost their grade; that the grading system was unforgiving toward students who didn't have a strong comprehension of the language prior to taking the course. Suggestions included incorporating more assignments that are less textbook-reliant and eliminating the MySpanishLab requirements. Prospective students should know the class is considerably challenging but invaluable educational.

### **AS.210.152.01**

#### **Italian Elements II**

**Lorenzo Bacchini**

Overall quality of the course: 3.83

This class had 5 or fewer comments.

### **AS.210.152.02**

#### **Italian Elements II**

**Maria Assunta Farisco**

Overall quality of the course: 3.00

This class had 5 or fewer comments.

### **AS.210.152.03**

#### **Italian Elements II**

**Rebecca Lee Green**

Overall quality of the course: 3.57

#### **Summary:**

The best aspects of this course included the interactive environment, the many opportunities for students to improve their grades, and that the small sections made it easier to participate in class. Some students felt the cumulative exams were excessively more difficult than expected and didn't properly test students' demonstration of material learned in class. One suggestion included providing students with vocabulary lists. Another suggestion was to include a mixture of contemporary media – news broadcasts, movies, Top 40 Italian pop songs, etc. Prospective students should know that doing well on the homework doesn't necessarily mean that they will master the exams; consistent studying and practice are invaluable means of preparation.

### **AS.210.152.05**

#### **Italian Elements II**

**Alyssa Falcone**

Overall quality of the course: 3.76

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### Summary:

The best aspects of this course included the effective use of conversational Italian, the interactive lessons, and the instructor's thorough explanation of the material. One student felt there was not enough focus on grammar and vocabulary. Another student felt some of the subject matter was covered too fast. Suggestions included providing a new textbook, a more succinct syllabus, and spreading out the Sentieri exercises. Prospective students should know that this course focuses primarily on conversational speaking and that attendance is mandatory.

### **AS.210.162.01**

#### **German Elements II**

**Rainer Burkard**

Overall quality of the course: 4.89

### Summary:

The best aspects of this course included the instructor's unique teaching techniques, the consistent, thorough feedback provided, and the small class size. Some students felt the workload was excessive. One suggestion included clarifying the homework schedule. Another suggestion included coming up with a song containing Germanic adjective endings. Prospective students should know they have to be extremely organized to keep track of the homework and that it's important to turn everything in on time.

### **AS.210.162.02**

#### **German Elements II**

**James Pelcher**

Overall quality of the course: 4.25

This class had 5 or fewer comments.

### **AS.210.162.03**

#### **German Elements II**

**Nina Tolsdorf**

Overall quality of the course: 4.57

### Summary:

The best aspects of this course included the creative writing and project-based assignments, the instructors who were engaged in the students' progress throughout the semester, and the various media incorporated into the lessons – videos, audio, texts, etc. One student felt that the workbook assignments were often tedious and repetitive. Another student felt the majority of the assigned work tended to be “mushed” into the weekends. Suggestions included focusing more on the oral practice of the language and keeping a consistent pace throughout the semester. Prospective students should be prepared to learn at a quick pace.

### **AS.210.162.04**

#### **German Elements II**

**Deborah Mifflin**



## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

Overall quality of the course: 4.75

### Summary:

The best aspects of this course included how organized the instructor was, the pace at which the content was taught, and that the exercises and in-class activities were invaluable with learning the language. Students also appreciated that the instructor was eager to help and easy to approach. Some students felt that there was too much “busy work” assigned. Suggestions included incorporating additional class presentations and combining more of a cultural aspect into some of the lessons. Prospective students should know it’s helpful to have a strong background in German and that they should be prepared to do a lot of work both in and out of class.

### **AS.210.178.01**

#### **Portuguese Elements II**

**Mary Bensabat Ott**

Overall quality of the course: 3.93

### Summary:

The best aspects of this course included the useful mini-compositions and the instructor’s relaxed and inviting lecturing style that was conducive to student participation and effort. One student felt that the instructor often didn’t follow the syllabus. Another student felt there was a lack of organization in the course. Suggestions included incorporating a Blackboard site to keep the students informed of their progress; also, for the instructor to integrate more mixed media into the lessons. Prospective students should know that the instructor starts speaking/teaching in Portuguese on the very first day, so it’s important to stay alert in class and to keep up with the work.

### **AS.210.202.01**

#### **Intermediate French II**

**Ioana Cooper**

Overall quality of the course: 4.55

### Summary:

The best aspects of this course included the oral evaluations and in-class compositions, the instructor’s interactive teaching methods, and the small class size. Some students felt the QUIA exercises online were tedious. One suggestion was to make more peer-to-peer in-class conversations mandatory and in a presentational format. Another student suggested discussing the plot of the novel more in class. Prospective students are encouraged to keep up with the reading in order to comprehend and perform well in class.

### **AS.210.202.02**

#### **Intermediate French II**

**Rebecca Loescher**

Overall quality of the course: 4.35

### Summary:

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

The best aspects of this course included the introduction to French culture, the small class size, the feedback provided by the instructor, and the overall invaluable language acquisition. One student felt that it was difficult having quizzes, movies, journal entries due around the same time. Another student felt the in-class work didn't focus on the material that they were later tested on. Suggestions included more language-based conversations and more grammar practice. Prospective students should know there is a lot of mixed day-to-day work involved in this course – quizzes, vocabulary, online exercises, journal entries, readings, etc.

### **AS.210.202.03**

#### **Intermediate French II**

**Sophie Turner**

Overall quality of the course: 4.29

#### **Summary:**

The best aspects of this course included the incorporation of French culture into the curriculum, the many opportunities to improve writing and reading skills, and the instructor's approachability and enthusiasm for the material. One student felt that reading M. Ibrahim was useless since many students didn't complete the reading and, when they did, expressed that the reading didn't augment their learning of French. Another student felt the grading system was unclear. Suggestions included more interactivity during lectures and planning the syllabus so that the exercises, evaluations, and interrogations don't fall within the same week. Prospective students are encouraged to be meticulous when writing their in-class compositions.

### **AS.210.202.04**

#### **Intermediate French II**

**Jena Whitaker**

Overall quality of the course: 4.35

#### **Summary:**

The best aspects of this course included the various forms of language immersion utilized, the relaxed atmosphere regarding the oral evaluations, and the instructor's means of teaching interactively. Students also appreciated the instructor's enthusiasm for the course content. Some students felt that the course was not as challenging as they would have liked. Suggestions included dispersing the weekly schedules sooner and making peer-to-peer conversations in French mandatory. Prospective students should already have a good grasp of the language and be ready to learn.

### **AS.210.202.05-06**

#### **Intermediate French II**

**Suzanne Roos**

Overall quality of the course: 4.29

#### **Summary:**

The best aspects of this course included the language lab and the pronunciation exercises, the small group atmosphere, and the interesting topics involving colloquial French terms. Some students felt that the class involved a lot of "busy work." Some students also felt that the instructor piled on assignments

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

and exams mid-semester, making the workload seem unbalanced. Suggestions included changing the book read in class and incorporating more films. Prospective students should stay as involved as possible in class discussions.

### **AS.210.211.02-03** **Intermediate Spanish I** **Sergio Ruiz-Perez**

Overall quality of the course: 3.29

#### Summary:

The best aspects of this course included the in-class discussions and that the instructor stuck to the syllabus. Some students felt that the instructor went through the content way too quickly. Some students felt the disparity between students' varied Spanish-speaking capabilities made class time, particularly discussions, difficult to maintain and learn from. Suggestions included more engagement from the instructor, and moving through the material at a slower pace. Prospective students should be familiar with the verb tenses and grammar because there's no review of those topics.

### **AS.210.211.04** **Intermediate Spanish I** **Barry Weingarten**

Overall quality of the course: 3.80

#### Summary:

The best aspects of this course included the numerous opportunities to speak Spanish in class, the small class size, and the varied assignments that counted toward the final grade. One student felt that the class attendance policy was unforgiving. Another student felt that too many lessons originated solely from the course textbook. Suggestions included allowing extra credit assignments and eliminating MySpanishLab. Prospective students should check the syllabus often in order to keep up with assignments and attend every class.

### **AS.210.212.01** **Intermediate Spanish II** **Julia Baumgardt**

Overall quality of the work: 4.25

#### Summary:

The best aspects of this course included the clear deadlines and that the instructor followed the syllabus closely; also, students appreciated the instructor's comprehensive teaching style and that she encouraged students to practice with one another in class. Several students considered MSL the worst aspect of the class. One suggestion was for the instructor to incorporate more literature. Another suggestion was to replace the online assignments with physical homework sheets. Prospective students should know that this course involves a lot of conversation; participation is a large part of one's final grade.

### **AS.210.212.02**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### **Intermediate Spanish II** **Christopher Ray**

Overall quality of the course: 4.00

#### **Summary:**

The best aspects of this course included the structured syllabus, the online homework assignments, that the instructor didn't lecture as if regurgitating content from the textbook, and the overall change in MSL grading policies. One student felt that sometimes there was disparity between the grammar rules learned in class and how the students were required to use the grammar rules in conversation. Another student felt the textbook wasn't helpful. Suggestions included incorporating more discussion opportunities, adding more quick practice and review problems into the regular class routine, and making participation mandatory. Prospective Students should know that all material from Intermediate Spanish I should be reviewed before the course begins and that participation is crucial for a good grade.

### **AS.210.212.03-04** **Intermediate Spanish II** **Barry Weingarten**

Overall quality of the course: 4.08

#### **Summary:**

The best aspects of this course included the many opportunities to participate and that the content was challenging without being excessive. One student felt that the instructor was exceedingly critical. Another student felt the themes for the composition topics and the speaking portions of the exams did not supply pupils enough substantial material with which to work. Suggestions included having oral exams in the hallway as opposed to in front of the class. Prospective students are encouraged to complete the readings before class.

### **AS.210.212.05** **Intermediate Spanish II** **Christopher Kozey**

Overall quality of the course: 3.78

#### **Summary:**

The best aspects of this course included the reasonable pace throughout the semester and the small class-size. One student felt that too much was done straight out of the textbook. Another student felt there was too much focus on grammar and not enough focus on application. Suggestions included incorporating more practical, less political dialogue, and providing students with more opportunities to practice speaking. Prospective students should not wait until the last minute to complete the online homework; the grading policy is strict for this course.

### **AS.210.252.01** **Intermediate Italian II** **Janet Gomez**

Overall quality of the course: 3.50

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

This class had 5 or fewer comments.

### **AS.210.252.02**

#### **Intermediate Italian II**

**Troy Tower**

Overall quality of the course: 2.93

#### **Summary:**

The best aspects of this course included the Italian grammatical structure, the incorporation of daily conversations, and the instructor's availability to help. One student felt the selected course material was ambiguous and didn't focus enough on concepts pertinent to Italian culture. Some students felt that the instructor's preference for both Dropbox and email made it difficult to keep the assignments and other course material organized; that he should use Blackboard in the future. Suggestions included utilizing a more contemporary classroom and combining more grammar into the class routine. Prospective students should know that this class requires a lot of work outside of the classroom.

### **AS.210.252.03**

#### **Intermediate Italian II**

**Michele Zanobini**

Overall quality of the course: 4.22

This class had 5 or fewer comments.

### **AS.210.262.01**

#### **Intermediate German II**

**Christina Hinz**

Overall quality of the course: 4.57

This class had 5 or fewer comments.

### **AS.210.262.02**

#### **Intermediate German II**

**Bryan Klausmeyer**

Overall quality of the course: 4.57

#### **Summary:**

The best aspects of this course included the opportunities to learn about German culture, the relevant textbook and the in-class discussions. Some students felt that the instructor was unorganized and that some of the lessons repeated each other. One suggestion was to incorporate more time for oral practice. Another suggestion was to require that more German be spoken in class. Prospective students should know that this course contains creative projects and a large amount of grammar review.

### **AS.210.262.03**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### **Intermediate German II** **Heidi Wheeler**

Overall quality of the course: 4.23

#### Summary:

The best aspects of this course included the feedback provided by the instructor, the intriguing course material, and the in-class conversations. One student felt that the leap from Intermediate I (textbook material) to Intermediate II (more “real life” material) was too large. Another student felt the class was unorganized. Suggestions included fewer abstract topics and even more opportunities to speak. Prospective students are encouraged to practice speaking German outside of class.

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

Overall quality of the course: 4.00

#### Summary:

The best aspects of this course included the fun and informal environment and the instructor’s enthusiasm for the subject. One student felt the majority of the class was comprised of worksheets and non-conversational group or individual work – not what the class title suggested. One suggestion included incorporating more conversation into the class. Another suggestion was to provide more vocabulary. Prospective students should contribute to the conversations as much as possible.

### **AS.210.278.01** **Intermed/Adv Portuguese** **Mary Bensabat Ott**

Overall quality of the course: 4.00

#### Summary:

The best aspects of this course included the small group atmosphere, the strong focus on oral Portuguese, and the instructor’s enthusiasm for the course content. One student felt that, at times, the class was too unstructured. Another student felt the subjects covered were too esoteric. Suggestions included requiring less memorization on the exams and incorporating the use of a textbook. Prospective students should have a genuine interest in expanding their knowledge of the language and be prepared to complete a lot of work outside the classroom.

### **AS.210.302.02; 06** **Advanced Writing and Speaking in French II** **Bruce Anderson**

Overall quality of the class: 4.36

#### Summary:

The best aspects of the course included the interactive class atmosphere and the professor who went out of his way to make sure students understood the material. One of the worst aspects of the course

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

was the hefty writing assignments. Also, students found some of the lectures to be repetitive and impersonal, as well as a lack of feedback on assignments. The course would improve if the class sessions were more engaging and less repetitive. Prospective students should expect to do lots of writing in this course that is good for furthering one's understanding of the French language.

### **AS.210.302.03**

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

**Flora Champy**

Overall quality of the class: x.x

#### Summary:

The best aspects of the course included the class discussions and the professor who gave excellent feedback to students. The students felt that the course really helped them improve on their French writing and speaking skills. The worst aspect of the course was the heavy coursework. The students felt that more oral exams and more class discussions would improve the course. Prospective students should expect a fairly easy class with a fair amount of work.

### **AS.210.302.04**

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

**Ana Delia Rogobete**

Overall quality of the class: x.x

#### Summary:

The best aspects of the course included the open class discussions, different types of class activities, and fun atmosphere in which students practiced their French. The worst aspects of the course included the weekly writing assignments and homework. The students hardly received timely feedback on their commentaries and felt like some of the French readings were hard to comprehend. The course would improve if the homework assignments were fewer and if the students received speedier feedback. Prospective students should be fairly comfortable with French and be prepared to do lots of weekly writing.

### **AS.210.302.05**

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

**David Hayden**

Overall quality of the class: x.x

#### Summary:

The best aspects of this course included the speaking and writing practice assignments. The worst aspect of the course was the professor who showed a lack of interest in the course and didn't engage all students. The class presentations were unclear and the class sessions were often repetitive. The course would improve if there were more stimulating class sessions and discussions, as well as more creative assignments. Prospective students should know that the course involves weekly writing assignments and is a good course to take.

### **AS.210.311.01; 03**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### **Advanced Spanish I**

**Sara Urruticoechea Romero**

Overall quality of the course: x.xx

#### **Summary:**

The best aspects of this course included the oral presentations, the instructor's enthusiasm for the material, and the interactive learning experience. One student felt that the material was at times, repetitive. Another student felt the exams were too long and extensive. Suggestions for improving the course included making the slides in class available to the students and incorporating more reading and listening sections. Prospective students should know this course requires a daily amount of work.

### **AS.210.311.02; 04**

#### **Advanced Spanish I**

**Naiara Martinez-Velez**

Overall quality of the course: x.xx

#### **Summary:**

The best aspects of this course included the engaging lectures, small class size, and varied selections of required readings. One student felt that the grammar portions were reviewed too fast. Another student felt that the textbook was inappropriate for the course. Suggestions included incorporating audio lessons and allowing more time to go over various Spanish grammatical rules. Prospective students should know that there is a lot of work involved in this course and if they have a good grasp of the Spanish language, this class shouldn't be too difficult.

### **AS.210.312.01; 03**

#### **Advanced Spanish II**

**Paula Gefaell-borras**

Overall quality of the course: x.xx

#### **Summary:**

The best aspects of this course included the small class size, interactive lessons, and instructor's enthusiasm. One student felt the exam questions were often ambiguous and difficult to decipher. Another student felt that what was covered in class was often repeated. Suggestions included utilizing reading sources outside of the textbook and eliminating the use of VoiceThread. Prospective students should make sure they're keeping up with the material in class.

### **AS.210.312.02; 04**

#### **Advanced Spanish II**

**Aranzazu Hubbard**

Overall quality of the course: x.xx

#### **Summary:**

The best aspects of this course included the class time devoted to oral practice, the instructor's willingness to help the students, and the highly interactive class sessions. Some students felt the in-class



## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

exercises and lectures were repetitive. One suggestion was to either shorten the length of the exams administered or to allow students more time to finish them. Another suggestion was to provide students with regular feedback on at least their written assignments. Prospective students should know that in order to get the most from this class, it is crucial that they participate and keep up with the assigned coursework.

### **AS.210.313.01**

#### **Medical Spanish**

**Naiara Martinez-Velez**

Overall quality of the course: x.xx

#### **Summary:**

The best aspect of this course included the feedback the instructor gave students on their presentations and papers throughout the semester. The students also felt like the mock medical situations in class were applicable to their academic focus on a broader scale. Students felt that having to wait until their peers finished work on VoiceThread and Debate en la Red was highly inconvenient with regards to time management. One suggestion included reducing the amount of homework assigned weekly. Another suggestion included somehow incorporating more instruction time. Prospective students should know this course requires daily homework and discussions on medicine and healthcare.

### **AS.210.315.01**

#### **Spanish for International Relations**

**Maria Ramos**

Overall quality of the course: x.xx

#### **Summary:**

The best aspects of this course included the in-depth class discussions and the instructor's enthusiasm for the material. One student felt that the online assignments were not relevant to what was being learned and discussed in class. Another student felt that he/she was less capable of improvement because the instructor didn't return graded assignments back in a timely manner. Suggestions included incorporating more grammatical practices and returning student feedback sooner than it was. Prospective students who take this course should already have a high level of Spanish proficiency and should be prepared for a reading and writing-intensive course.

### **AS.210.316.01**

#### **Conversational Spanish**

**Sergio Ruiz-Perez**

Overall quality of the course: x.xx

#### **Summary:**

The best aspects of this course included the manageable homework assignments, the instructor's willingness to help, and the overall organization of the class. Students felt that the required movies were too depressing and violent to watch. Other students felt like they were being "held back" by peers who could not speak conversational Spanish. Suggestions included varying the structure of the course throughout the semester and incorporating more conversational topics that are applicable to current

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

events. Prospective students should feel comfortable speaking Spanish in public before going into this course.

### **AS.210.317.01**

**Adv Spanish Composition**  
**Sara Urruticoechea Romero**

Overall quality of the course: x.xx

This class had 5 or fewer comments.

### **AS.210.352.01**

**Advanced Italian II**  
**Teodoro Katinis**

Overall quality of the course: x.xx

Summary:

The best aspects of this course included the consistent speaking opportunities, the instructor's enthusiasm for the course material, and the cumulative coverage of vocab, history, literature, culture, and grammar. One student felt that grammar was not taught enough. Another student felt the unit themes were strange and applied very little, if at all, to important facets of the Italian language. Suggestions included incorporating more of an emphasis on grammar and assigning less "busy work" as homework. Prospective students should know that participation is crucial in order to receive a passing grade in this course.

### **AS.210.362.01**

**Advanced German II: Contemporary Issues in the German Speaking World**  
**Marcus Heim**

Overall quality of the course: x.xx

Summary:

The best aspects of this course included the interesting topics and the instructor's enthusiasm for the content. One student felt that grammar could have been addressed more throughout the semester. Another student felt that there was an overwhelming amount of work staggered throughout the week. Suggestions included more rigid structure in class and the incorporation of more grammar lessons. Prospective students should know this is a speaking and writing-intensive course.

### **AS.210.363.01**

**Business German**  
**Heidi Wheeler**

Overall quality of the course: x.xx

This class had 5 or fewer comments.

### **AS.210.405.01**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### **Teaching French in Public School-Community Based Learning** **Claude Guillemard**

Overall quality of the course: x.xx

There were 5 or fewer responses for this course.

### **AS.210.411.01** **Translation for the Professions** **Maria Ramos**

Overall quality of the course: x.xx

#### **Summary:**

The best aspect of this course was the instructor's willingness to meet with and help students on an individual basis. The amount of in-class translation corresponded well to what was addressed on the exams and the class presentations were intriguing because students got to learn about what their peers were interested in. Students felt that VHL and Blackboard exercises were far too frequent. Other students felt that the instructor often assigned work that wasn't covered on the exams. Suggestions included breaking the class into identifiable units and assigning less busy work. Prospective students should be prepared to read, write, and study a lot for this course.

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

Overall quality of the course: x.xx

#### **Summary:**

The best aspects of this course included the corrections to the essays and the helpful in-class discussions. The day-to-day vocabulary and the emphasis on writing was also very helpful to have. Some students felt that the class was often disorganized. One suggestion included incorporating opportunities for more in-class discussion between students. Another suggestion included spreading out the work throughout the semester. Prospective students should know this course is reading and writing-intensive but invaluable in regards to improving one's advanced French writing skills.

### **AS.211.253.01** **Freshman Seminar: Why is the Fiddler on the Roof?:The Shtetl in Modern J** **Beatrice Caplan**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

### **AS.211.380.01** **Modern Latin American Culture** **Maria Ruhlmann**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

Overall quality of the class: 3.25

### Summary:

The best aspects of the course included the wide range of topics that were discussed about Latin America, as well as the helpful professor. The worst aspects of the course were the teaching style and the overall structure. There was little organization throughout, hefty readings, and unclear assignment expectations and deadlines. The course would improve if the topics learned in class were fewer and more focused. It would also help if the professor had a better structured syllabus and was able to stick with it throughout. Prospective students should be able to speak Spanish proficiently and must endeavor to keep up with the readings.

### **AS.211.385.01**

**Documentary Production Practicum: Community Based Learning: Raqs Me  
Bernadette Wegenstein**

Overall quality of this course: 3.50

This class had 5 or fewer comments.

### **AS.211.394.01**

**Brazilian Cult & Civ  
Mary Bensabat Ott**

Overall quality of the class: 3.90

### Summary:

The best aspects of this course were the engaging cultural activities and assignments available for students to learn about Brazil. Students got to do things like the Capoeira dance and found the professor very passionate and enthusiastic about the whole of Brazil. The worst aspects of the course included the lack of guidance on assigned papers, as well as the long and often repetitive class lectures. The course would improve if students had clear grading rubrics and guidelines. It would also help if the lectures were shorter with more class discussions and activities to make it engaging. Prospective students should know that this course is a great way to learn about Brazilian culture and they should be sure to keep up with the homework and writing assignments.

### **AS.211.402.01; 03**

**La France Contemporaine II  
Auriane Bel**

Overall quality of this course: 4.32

### Summary:

The best aspects of the course included the fun class atmosphere and the extremely engaging and experienced professor. The worst aspects of the course included the lack of feedback on presentations and assignments, as well as the hefty workload. There were papers, readings assignments and presentations always due which became overwhelming for some students. The course would improve if the students had more feedback on their oral presentations and a more structured syllabus. Prospective students should know that the class is fun and not too writing intensive.

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### **AS.211.402.02**

#### **La France Contemporaine II**

**April Wuensch**

Overall quality of the class: 4.13

#### Summary:

The best aspects of the course included the small relaxed class atmosphere, class discussions, and interesting course material. The professor was knowledgeable and very passionate about the subject. The worst aspects of the course were the professor's unclear assignment guidelines and lack of feedback on assignments. The course would improve if there were clearer assignment guidelines, more class group discussions and prompt feedback on assignments. Prospective students should expect to do a few presentations, papers, and exams in this class that informs on current political affairs in France.

### **AS.211.430.01**

#### **L'Affaire Dreyfus**

**Kristin Cook-Gailloud**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

### **AS.211.471.01**

#### **Jules Verne**

**Wilda Anderson**

Overall quality of this course: 4.25

This class had 5 or fewer comments.

### **AS.212.329.01**

#### **Contemporary Society on Stage: Koltès, Lagarce, Mouawad**

**Flora Champy**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

### **AS.212.334.01**

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

**Derek Schilling**

Overall quality of the class: 4.50

#### Summary:

The best aspects of the course included the engaging readings, and enthusiastic professor who was very passionate about the subject material. The worst aspects of the course included the onslaught of

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

assigned readings, as well as the fast pace in which the class went at times. Students felt that the readings and discussions were rushed. The course would improve if there was more time spent with each of the readings and if there were more class discussions. Prospective students should be prepared to come to class weekly having read all the assigned works in anticipation of good discussion.

### **AS.212.334.02**

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

**Elena Russo**

Overall quality of the class: 4.50

#### **Summary:**

The best aspects of the course included the wide range of literature and texts. The students thought the material was great and that the professor showed lots of enthusiasm for the course. The worst aspects of the course included the lack of feedback or guidance on the readings and assignments as well as the incessant journal assignments which students found somewhat overwhelming. The course would improve if students were better guided on how to grapple with French literature and if they were also given a fair amount of assignments on a weekly basis. Prospective students should be prepared to do lots of weekly writing and must be sure they have a strong background in French before they take this course.

### **AS.212.343.01**

#### **Literature and Science in France 1750-1880**

**Hanna Roman**

Overall quality of the class: 4.14

This class had 5 or fewer comments.

### **AS.212.400.01**

#### **Flaubert's L'Éducation sentimentale, a Prose Novel for Modern Time**

**Michael Fried, Jacky Neefs**

Overall quality of this course: 4.33

This class had 5 or fewer comments.

### **AS.212.430.01**

#### **Senior Seminar**

**Jacky Neefs**

Overall quality of the class: 4.33

#### **Summary:**

The best aspects of the course included the helpful professor and teaching assistant, who both provided helpful feedback and guidance to the students. The worst aspects of the course included the hefty workload and the somewhat excessive and time consuming group meetings. The course would improve if there were more writing workshops and seminars as opposed to the group meetings. Prospective

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

students should be prepared to dedicate lots of time to writing their French thesis in order to have a presentable final product.

### **AS.213.237.01**

#### **Literature and Medicine**

**Elisabeth Strowick**

Overall quality of the class: 4.05

#### Summary:

The best aspects of this course included the engaging class discussions and extremely interesting reading material. Students appreciated the feedback they got on assignments and loved the freedom they had in doing those assignments. The worst aspects of the course were the lengthy and dense reading assignments as well as the occasionally dull class discussions. The course would improve if the readings were shortened and if the class size could be reduced to facilitate better discussions. Prospective students should be aware that this course is reading intensive and that they should always prepare their essay topics ahead of time so that they could get assistance beforehand.

### **AS.213.332.01**

#### **Zionism in Modern Literature: Jewish or Israeli?**

**Marc Caplan**

Overall quality of the class: 3.33

This class had 5 or fewer comments.

### **AS.213.356.01**

#### **Goethe**

**Andrea Krauss**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

### **AS.213.368.01**

#### **German Political Thought**

**Rochelle Tobias**

Overall quality of the class: 3.95

#### Summary:

The best aspects of the course were the open class discussions and the stimulating readings. The text selected were both challenging and engaging. The worst aspects of the course were the vague essay assignments, as well as the occasionally dull and un-engaging class discussions. The course would improve if there was less assigned reading and if there were better led class discussions. Prospective students should expect a challenging but rewarding course with lots of philosophy to be discussed.

### **AS.214.301.01**

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

### **Survey of Italian Literature**

**Walter Stephens, Tania Zampini**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

### **AS.214.317.01**

**Italian Theater from Commedia dell'arte to Dario Fo**

**James Coleman**

Overall quality of the class: 4.86

This class had 5 or fewer comments.

### **AS.215.231.01**

**Introduction to Literature in Spanish**

**Cathleen Carris**

Overall quality of the class: 3.92

#### **Summary:**

The best aspects of this course were the interactive class discussions and the learning environment in which students were able to get a better grasp of Spanish and Latin American literature. Students felt that the readings and assignments were well laid out and covered a lot of topics that helped challenge their understanding of the course subject. The worst aspect of the course was the heavy workload. The course would improve if there were fewer assignments and more opportunities to discuss the literature. Prospective students should be prepared to spend lots of time writing and engaging themselves in the readings and class discussions.

### **AS.215.231.02**

**Introduction to Literature in Spanish**

**Amy Sheeran**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

### **AS.215.311.01**

**Radicalism, Film & Literature in Modern Latin America-Community Based Lea**

**Michael Strayer**

Overall quality of the class: 4.74

#### **Summary:**

The best aspects of the course were the passionate and amazing professor, as well as the interesting reading and writing assignments. The students really enjoyed the class as it involved a nice mixture of films, trips, and projects. The worst aspects of the course were the hard to follow topics and readings



## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

which were at times hefty for the students. The course would improve if the readings and assignments were fewer and more connected. Prospective students should expect to do some farming in this class.

### **AS.215.327.01**

#### **Modern Political Thought in Latin America**

**Sara Castro-Klaren**

Overall quality of the class: 3.46

#### **Summary:**

The best aspects of the course were the class presentations and interesting readings. The worst aspects of the course included the lack of structure and clarity in the class regarding assignments. The professor hardly followed the syllabus and was unclear about topics and assignment requirements. The course would improve if the lectures and syllabus were clearer. Prospective students should expect an interesting and reading intensive class.

### **AS.215.336.01**

#### **Don Quijote**

**Harry Sieber**

Overall quality of the class: 4.33

#### **Summary:**

The best aspects of the course were the knowledgeable professor, engaging lectures, and light workload. The worst aspects of the course were the heavy readings and professor led discussions. The students rarely participated in class and the professor dominated most of the conversations. The course would improve if there were more class discussions. Prospective students should expect to do two papers and lots of reading.

### **AS.215.402.01**

#### **Senior Seminar: Literaturas y culturas del Cono Sur : Argentina, Uruguay y C**

**Eduardo Gonzalez**

Overall quality of the class: 4.39

#### **Summary:**

The best aspect of the course was the small and relaxed class setting in which students got to discuss topics, watch movies, and hold a dialogue with the professor. The course materials were all interesting and the class had a good mix of literature and movies to keep things exciting. The worst aspect of the course was the hefty readings. The course would improve if it were more organized and if there were more assigned papers instead of multiple choice quizzes. Prospective students should be prepared for an open class with lots of Spanish reading assignments.

### **AS.215.777.01**

#### **The Invention of Fiction**

**William Egginton**

Overall quality of the class: 5.00

## GERMAN AND ROMANCE LANGUAGES AND LITERATURES

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.100.104.01-08  
Occ Civ: Modern Europe  
Kenneth Moss**

Overall quality of the course: 3.56

**Summary:**

The best aspects of this course included the well-structured and informative lectures; the clear, organized syllabus, the section meetings provided by the instructor and the comprehensive overview of European history provided. Some students felt that the exams covered an unnecessarily large amount of content at once. Students also stated that the lectures could sometimes be dry, overly theoretical, and ideological. Suggestions included posting PowerPoint slides and lecture outlines on Blackboard and providing students with clear guidelines on what to study for the exams. Prospective students should know that there is a significant amount of reading assigned each week and that participation in class is vital.

**AS.100.110.01-05  
Making America: Politics and Society since the Great Depression  
Angus Burgin**

Overall quality of the course: 4.18

**Summary:**

The best aspects of this course included the clearly-defined interrelation of themes across the 20<sup>th</sup> century and the many topics discussed which are still relevant today. Students also appreciated the instructor’s motivated style of lecturing. Some students felt the amount of assigned reading was too great and that the pace of the class was, at times, too rapid. Suggestions included more lenience in regards to grading essays and subsequent elimination of some of the readings. Prospective students should know that this course is both reading and writing-intensive.

**AS.100.128.01-02  
Ancient and Medieval Jewish History  
Marina Rustow**

## HISTORY

Overall quality of the course: 3.89

### Summary:

The best aspects of this course included the compelling lectures, section meetings, and group discussions. The students also appreciated the instructors' enthusiasm for the subject. Some students felt that the class was considerably less organized the second half of the semester and that it should have been labeled as a writing-intensive course. Suggestions included providing supplemental material to the lectures and structuring the second half of the semester so that it's better organized. Prospective students do not necessarily need to have background knowledge of Jewish history, but it is helpful.

### **AS.100.136.01**

#### **Abraham Lincoln and His America**

**Michael Johnson**

Overall quality of the course: 4.87

### Summary:

The best aspects of this course included the interesting literature and the feedback provided by the instructor. Also, students greatly appreciated the instructor's enthusiasm for the subject. Some students felt that the length of the reading assignments was overwhelming. Suggestions included reducing the amount of required reading and splitting the course into two sessions per week as opposed to one large session per week. Prospective students should know that the class is writing-intensive and that it consists of a heavy workload.

### **AS.100.194.01**

#### **Undergrad Sem in History**

**Mary Ryan**

Overall quality of the course: 3.00

### Summary:

The best aspects of this course included gaining knowledge on effective thesis writing, performing data analysis, and producing a well-rounded research-based paper. Also, the students appreciated the instructor's enthusiasm for the subject. Some students felt that the instructor's expectations were unclear regarding the thesis papers and deadlines were, at times, posted unpredictably. Suggestions included devoting the entire year to the various stages of thesis writing and requiring more one-on-one conferences with the instructor/TA. Prospective students should know that this course is research-focused and writing-intensive.

### **AS.100.194.02**

#### **Undergrad Sem in History**

**Todd Shepard**

Overall quality of the course: 3.44

### Summary:

## HISTORY

The best aspects of this course included the opportunity to conduct independent research and the conduciveness of the course to the development of thesis-writing skills. Some students felt the feedback from the instructor was at times, discouraging, and that the instructor was also pedantic in his lectures/explanations. One suggestion was to provide students with more time between the draft and the final paper. Another suggestion was to provide structured meeting periods to avoid redundancy in class discussions/lectures. Prospective students should know that starting their research as early as possible is highly recommended, as is scheduling regular meetings with the instructor.

### **AS.100.262.01**

#### **History, Politics and Identity in Russia from Stalin to Putin Nikolay Kopusov**

Overall quality of the course: 3.43

#### **Summary:**

The best aspects of this course included the instructor assigning papers as opposed to administering tests, and the interesting texts. Students appreciated the enthusiasm the instructor displayed for the subject. Some students felt there was a lack in guidance in the course and that the lectures were dull and difficult to understand. Suggestions included providing more homework than just two assessments. Prospective students should know that course grades rely completely on two research papers.

### **AS.100.310.01**

#### **The French Revolution Laura Mason**

Overall quality of the course: 4.52

#### **Summary:**

The best aspects of this course included the readings from the document collection, the engaging class discussions, and the instructor's detailed, motivating, and organized lectures. Some students felt that the materials covered in class were irrelevant to the content on exams and that the required reading assignments are excessive. One suggestion was to provide a timeline of major events. Another suggestion was to make the essay questions less specific. Prospective students should know that the course is historical and analytical, with plenty of supporting text.

### **AS.100.312.01**

#### **Emancipations Adam Ewing**

Overall quality of the course: 4.60

#### **Summary:**

The best aspects of this course included the diverse readings and the instructor's enthusiasm for the subject. Some students felt that the amount of reading was overwhelming. Several students felt that the in-class discussions veered off topic too often. Suggestions included more focused questions to generate discussion and less assigned reading. Prospective students should know that this is a reading-intensive course but the class discussions are both engaging and thought-provoking.

## HISTORY

### **AS.100.314.01**

#### **The Enlightenment**

**Michael Kwass**

Overall quality of the course: 5.00

This class had 5 or fewer comments.

### **AS.100.317.01**

#### **Jewish Music**

**Joshua Walden**

Overall quality of the course: 4.40

This class had 5 or fewer comments.

### **AS.100.319.01**

#### **The Tudors: Reforming England 1485-1603**

**Jessica Walker**

Overall quality of the course: 4.63

#### **Summary:**

The best aspects of this course included the well-chosen material and engaging lectures. Also, students appreciated that the instructor was approachable and enthusiastic. Some students felt that the required reading was excessive and that, at times, the in-class discussions were unproductive. Suggestions included making the reading due on one day of the week as opposed to two and to provide possible essay questions ahead of time in order to produce responses of higher quality. Prospective students should know that the class is reading-intensive.

### **AS.100.320.01**

#### **Writing U.S. Empire**

**Nathan Connolly**

Overall quality of the course: 5.00

This class had 5 or fewer comments.

### **AS.100.326.01**

#### **Extreme America: Political Extremism, 1787-1920**

**Ronald Walters**

Overall quality of the work: 4.21

#### **Summary:**

The best aspects of this course included the seminar discussion format and the incorporation of lesser-known texts from the time period. Also, the instructor was knowledgeable, enthusiastic, and approachable. Some students felt that the required readings were, at times, obscure and that class was

## HISTORY

sometimes “disjointed” during lecture because their fellow students were not paying attention. Suggestions included focusing on specific ideas/themes instead of “opening up” the discussion without guidelines; also, providing the students with a comprehensive resource that would tie in all of the course context. Prospective students are encouraged to take advantage of the supplemental material supplied on Blackboard and be prepared for a fair amount of required reading.

### **AS.100.339.01**

#### **Tolstoy/Chagall/Pasternak: Russia's Age of Genius**

**Jeffrey Brooks**

Overall quality of the work: 4.31

#### Summary:

The best aspects of this course included the diverse readings and the in-class discussions. Students also appreciated the instructor’s enthusiasm for the subject. Some students felt that the required reading was excessive and that managing the workload became very difficult. Suggestions included providing the students the option to pick what to write about for their essays and lessening the amount of reading required. Prospective students should know that this course is reading-intensive and that they should be prepared to commit a good deal of time to work outside of class.

### **AS.100.348.01**

#### **20th-Century China**

**William Rowe**

Overall quality of the course: 4.34

#### Summary:

The best aspects of this course included the engrossing lectures and the diverse choice in reading material. Some students felt that the readings didn’t properly match up with the lecture content and that the 20-page paper was excessive. One suggestion was for the instructor to lead a pre-exam review session. Another suggestion was to clarify the expectations for the 20-page paper. Prospective students should know that the course is both reading and writing-intensive.

### **AS.100.365.01**

#### **Culture & Society in the High Middle Ages**

**Gabrielle Spiegel**

Overall quality of the course: 4.73

#### Summary:

The best aspects of this course included the comprehensive, engaging lectures and the wide range of topics covered. Students also appreciated the instructor’s dynamic, thought-provoking teaching style. Some students felt that the required reading was excessive. Suggestions included stressing key points during lectures as opposed to speaking with a running narrative and shortening the reading assignments. Prospective students should know that the class is reading-intensive and that the content is explicitly covered in the exams.

### **AS.100.406.01**

## **HISTORY**

### **American Business in the Age of the Modern Corporation Louis Galambos**

Overall quality of the course: 4.71

#### **Summary:**

The best aspects of this course included the instructor being very accommodating and how he worked to make the class as enjoyable as possible. One student felt that there was too much emphasis on economics and finance. Another student felt that the in-class discussions often veered off topic. Suggestions included focusing more on history and having guest lecturers speak more often. Prospective students should know that the professor looks at essay drafts so take advantage; also, the course is both reading and writing-intensive, but well worth it.

### **AS.100.412.01 Jewish History in British Mandatory Palestine 1917-1947 Kenneth Moss**

Overall quality of the course: 4.50

#### **Summary:**

The best aspects of this course included the class discussions and that the instructor encouraged a great variety of opinions and insight. Some students felt that the grading was tough and that the required reading was, at times, overwhelming. One suggestion was to lessen the readings while allocating more class time to group discussion. Another suggestion was to divide the class into two segments per week. Prospective students should know that this class is reading-intensive.

### **AS.100.424.01 Women & Modern Chinese History Tobie Meyer-Fong**

Overall quality of the course: 4.22

#### **Summary:**

The best aspects of this course included the instructor providing students with individualized feedback and that the class format was seminar-based. One student felt that the workload was excessive. Another student found it challenging to come up with a discussion question for each class. Suggestions included clarifying the grading standards for exams/assignments and inviting a scholar to guest lecture on the subject. Prospective students should know that it's pertinent to keep up with the readings and to choose their final essay topic sooner rather than later in the semester.

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

Overall quality of the course: 4.82

#### **Summary:**



## HISTORY

The best aspects of this course included the fascinating material discussed and the seminar-style format. Students also appreciated the instructor's encouragement, sense of humor, and enthusiasm on the subject. Some of the students felt that the readings were pedantic and abstract, and that because 60% of their final grade relied on one essay, they should have been given feedback earlier/as soon as possible. Suggestions included providing students with more indication of his/her progress, lightening the reading load, and utilizing more visual aids during the lecture. Prospective students should be prepared to commit a lot of time to reading and to participate as a large percentage of one's final grade depends on it.

### **AS.100.440.01**

#### **The Revolutionary Experience in Latin America**

**Franklin Knight**

Overall quality of the course: 4.17

#### **Summary:**

The best aspects of this course included the interesting, relevant reading selections and the instructor's informative lectures. Some of the students felt that the instructor didn't clarify his expectations for assignments throughout the semester. Also, students felt that, at times, the lecture was difficult to follow. Suggestions included more clarity/structure with assignments and allocating more time for class discussion. Prospective students are encouraged to participate in class as much as possible and to be prepared for several reading assignments each week.

### **AS.100.498.01**

#### **Hist-Family & Gender-Us**

**Toby Ditz**

Overall quality of the course: 4.83

#### **Summary:**

The best aspects of this course included the diverse material and the thought-provoking manner in which the instructor facilitated group discussions. Students also appreciated that the instructor was supportive and available to help through email/meetings. Some students felt that the amount of reading required was excessive and that the class lacked contributions from all of the pupils. Suggestions included more classes structured to go along with the reading questions and utilizing the black/white board to highlight main points. Prospective students should know that this is a reading-intensive course and that participation is essential.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

**AS.010.102.03-04**

**Intro: Hist Euro Art II**

**Mitchell Merback**

Overall quality of the course: 4.07

Summary:

The best aspects of this course included the consistently interesting, thought-provoking material and the engaging lectures. Students also appreciated the fact that the sections covered different material than the lectures. Some students felt that that course always lagged behind. Suggestions included faster-paced, discussion-based lectures and fewer required readings. Prospective students should be prepared to memorize a lot of information and keep up with the readings as they are pertinent to the exams.

**AS.010.251.01**

**Medieval Spaces: Site, Image, and Viewer in the Middle**

**Christopher Lakey**

Overall quality of the course: 4.50

Summary:

The best aspect of this course included the instructor’s engaging lectures and his willingness to help. Some students felt that the assignments required prior knowledge of the subject when they had none. One student felt that the material was better suited for a 300 level course. Suggestions included providing more concrete information regarding expectations for papers and allowing time for in-class discussions. Prospective students should know that this course is reading-intensive and though previous art history classes are not required, they are helpful.

**AS.010.256.01**

**Nineteenth-Century European Art**

**Jeremy Melius**

Overall quality of the course: 3.90

## HISTORY OF ART

### Summary:

The best aspects of this course included the content covered in class and the lectures that corresponded appropriately with the text. The students also appreciated the instructor's enthusiasm on the subject. Some students felt that more group discussions would have been beneficial and that the lectures could have been more diverse. Suggestions included clarifying expectations on what essays/papers should cover and allowing more group discussions during class. Prospective students should know that the workload is heavy and memorization-reliant.

### **AS.010.263.01**

#### **Paris /New York After the War**

**Jennifer Watson**

Overall quality of the class: 4.63

### Summary:

The best aspects of this course included the material that was covered and the instructor's enthusiasm for the subject. Some students felt the required readings were too heavy. One suggestion was to diversify the syllabus. Another suggestion was to explore a chronological and thematic trajectory throughout the semester. Prospective students are encouraged to keep up with the readings in order to effectively participate in class.

### **AS.010.309.01**

#### **Gifts and Thefts in the Middle Ages**

**Rachel Danford**

Overall quality of the class: 4.57

### Summary:

The best aspects of this course included the interesting material and the debate-style class sessions. Students also appreciated the instructor's devotion to fact-checking her own lecture content. Some students felt that the reading was too dense. Suggestions included utilizing slides with more information during lectures and setting aside time in class to discuss confusing aspects in the reading. Prospective students should know this is a reading-intensive class that makes regular use of annotated bibliographies.

### **AS.010.327.01**

#### **The Harem and the Veil: Space and Gender in the Islamic World**

**Rebecca Brown**

Overall quality of the class: 4.27

### Summary:

The best aspects of this course included the discussion-based format and the consistent teacher/student interaction. Students also appreciated the instructor's pleasant attitude. Some of the students felt that the material was not focused enough on art and that, at times, the instructor wasn't conscientious when colleagues made inappropriate comments. Suggestions included spreading out the assignments and possibly altering the meeting schedule to twice a week, instead of once. Prospective students should know that the course is reading-intensive.

## **HISTORY OF ART**

### **AS.010.333.01**

#### **The Making of Renaissance Rome 1300-1600**

**Stephen Campbell**

Overall quality of the course: 4.00

#### **Summary:**

The best aspects of this course included the intriguing subject material and the way in which the instructor engaged and encouraged his students. Some of the students felt the lectures were a bit disorganized and that the material was delivered too fast. One suggestion included the instructor posting slides applicable to the tests and lectures online. Another suggestion included the instructor being more explicit on the material the students needed to know in order to succeed in the course. Prospective students should know that thorough note-taking is imperative in this class and that the assignments are reading-intensive.

### **AS.010.366.01**

#### **Native American Art**

**Lisa Deleonardis**

Overall quality of the class: 4.88

#### **Summary:**

The best aspects of this course included the field trip opportunities and the instructor's engaging lectures. Students felt that the instructor was very approachable. One student felt that the material chronologically jumped around too much. Suggestions included smaller assignments in preparation for the projects and more field trips. Prospective students should know that it is important to do the readings, attend lecture, and to make every effort to go on field trips.

### **AS.010.398.01**

#### **Tombs for the Living**

**Lisa Deleonardis**

Overall quality of the course: 4.77

#### **Summary:**

The best aspects of this course included the field trip opportunities and the participation that was actively encouraged by the professor. One student felt the lectures and lecture slides were too dependent on visual images. Another student found it annoying that because of the instructors' relaxed lecturing style, colleagues in the back of the room would talk during class. Suggestions included handing out the vocabulary sheets on a more consistent basis and incorporating more guest lecturers. Prospective students should know that it's imperative to attend every class and to take detailed notes.

### **AS.010.424.01**

#### **Collecting Roman Art: From Antiquity to Present**

**Pier Luigi Tucci**

Overall quality of the course: 4.43

## HISTORY OF ART

### Summary:

The best aspects of this course included the freedom students were granted to ask questions and the instructor's thought-provoking lecturing style. Also, students appreciated the instructor's approachability. One student felt the study guidelines were unclear. Suggestions included providing more study guidelines for tests and going on more field trips. Prospective students should know that the majority of the material will come from the lectures, not the required reading.

### **AS.010.468.01**

#### **Sculpture after Sculpture**

**James Meyer**

Overall quality of the course: 4.86

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.140.106.01-05  
History of Modern Medicine  
Jeremy Greene**

Overall quality of the course: 4.13

Summary:

The best aspects of this course included the engaging, informative lectures, the detailed feedback with which the work was returned, and the well-facilitated, motivating discussion format. Some of the students felt that the reading/workload was too heavy. One suggestion was to lessen the reading to allow for more focused section discussions. Another suggestion was to provide a grading rubric. Prospective students should be prepared to write and analyze several primary sources.

**AS.140.302.01-03  
Rise of Modern Science  
Sharon Kingsland**

Overall quality of the course: 4.12

Summary:

The best aspects of this course included the lecture summaries on Blackboard that corresponded with each week's content, the intellectual challenges it provided, and the genuine interest the instructor displayed in regards to the material. Some of the students felt the grading was harsh and that the reading material was out-of-date. One suggestion was to add guest lecturers throughout the semester. Another suggestion was to create a more apparent correlation between the essay assignments and the required reading. Prospective students should pay attention to quiz questions in class and be prepared for a large amount of reading.

**AS.140.352.01  
Who wants to be a Billionaire? High Tech & the American University  
Susan Morris**

Overall quality of the course: 3.56

## HISTORY OF SCIENCE AND TECHNOLOGY

### Summary:

The best aspects of this course included the instructor/student personal interaction and the interesting subject matter. Some students felt that the lectures were not engaging and that the guidelines for the final project were too vague. One suggestion was for the instructor to utilize visual material. Another suggestion was to provide a list of topics previously discussed before the midterm exam. Prospective students should take meticulous notes and begin researching their projects early.

### **AS.140.362.01**

#### **The Communications Revolution**

**Susan Morris**

Overall quality of the course: 3.15

### Summary:

The best aspects of this course included the interesting material and the limited amount of tests administered. Some students felt that the lectures were difficult to attend. One suggestion was for the instructor to provide notes/outlines for each lecture. Another suggestion was to incorporate more group discussions and to lecture less from notes. Prospective students should be prepared to take notes and do all of the readings.

### **AS.140.368.01**

#### **Technological Transformations**

**Maria Portuondo**

Overall quality of the course: 4.25

### Summary:

The best aspects of this course included the conversational style with which the instructor lectured and the different technologies that the instructor covered. Some students felt the lectures were dry. Other students felt the group discussions did not enhance their learning of the content. Suggestions included omitting the class discussions and incorporating more detailed reviews of material before exams. Prospective students should be sure to take detailed notes and prepare for extensive reading assignments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.300.301.01**

**Life, Vitality, Thought. Philosophy and the Natural Sciences in Nineteenth Ce**  
**Larry McGrath**

Overall quality of the class: 4.71

Summary:

The best aspects of the course included the small class setup, as well as the engaging class discussions. The professor was knowledgeable about the subject and provided students with an array of readings to help them understand the subject better. The worst aspects of the course included the dense and somewhat difficult readings. The course would improve if the lessons learned in class were better tied into today’s society. Prospective students should be prepared to do lots of reading in this fairly interesting class.

**AS.300.318.01**

**Modernist Novel: Mann, Woolf, and Joyce**  
**Yi-Ping Ong**

Overall quality of the class: 4.67

Summary:

The best aspects of the course included the engaging professor and discussions. The course material was challenging and it made for good discussions in the class. The worst aspects of the course included the lengthy and dense assigned readings. The course would improve if there were less readings or better questions to help guide the students through the readings. Prospective students should expect lots of reading in this worthwhile course.

**AS.300.352.01**

**Fictions of Autobiography**  
**Richard Macksey**

Overall quality of the class: 4.47



## HUMANITIES

### Summary:

The best aspects of the course included the class sessions at the professor's house in a personal and relaxed setting. The professor was very knowledgeable and enthusiastic about the subject and was also very interesting to listen to. The worst aspects of the course included the occasional lack of structure and the lengthy class periods in which the professor would frequently go over class time. The course would improve if there were more in-class discussions. Prospective students should expect a fun experience and a very light workload in this course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.650.424.01  
Network Security  
Amitabh Mishra**

Overall quality of the class: 3.14

This class had 5 or fewer comments.

**EN.650.458.01  
Introduction to Cryptography  
Xiangyang Li**

Overall quality of the class: 3.83

Summary:

The best aspect of the course was the practical lessons on cryptography. Students felt like they learned a lot and were not overwhelmed by the programming. The worst aspect of the course was the lectures given by the professor, who although being knowledgeable in the subject, had difficulty in explaining concepts to students. The course would improve if there were more practice assignments and simplified lessons on the concepts. Prospective students should have some basic programming skills and be familiar with a substantial amount of math concepts.

**EN.650.471.01  
Cryptography & Coding  
Donniell Fishkind**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

**EN.650.652.01  
Healthcare Security Management  
Darren Lacey**

## INFORMATION SECURITY INSTITUTE

Overall quality of the class: 3.88

### Summary:

The best aspect of this course was the humorous professor who made the lectures and class sessions interesting. The subject of security and healthcare was also very interesting for the students. The worst aspects of the course included the lack of guidance on the assigned projects, as well as the disorganized class structure. The course would improve if there was more structure with the syllabus and clearer instructions for the exams and projects. Prospective students should be sure that they do all the readings in order to do well on the exams and projects that are heavily weighted in this course.

### **EN.650.655.01**

#### **Implementing Effective Information Security Projects**

**Michael Kociemba**

Overall quality of the class: 3.80

### Summary:

The best aspects of the course included the real-life examples given in class and the well-structured lessons that covered much about Information Security. The worst aspects of the course included the dull and ancient material taught, as well as the lack of practical assignments to reinforce what was being taught in class. Students felt that the course didn't add much to what they already learned from other Information Security courses. The course would improve if the class was more engaging with more participation and assignments. Prospective students should have some basic knowledge of networking and security in this course that involves lots of reading and writing.

### **EN.650.657.01**

#### **Advanced Computer Forensics**

**Kevin Fairbanks**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

### **EN.650.668.01**

#### **Advanced Topics in Software Security**

**Stephen Checkoway**

Overall quality of the class: 3.75

### Summary:

The best aspects of this course included the exciting research papers students got to explore, the class discussions, and presentations. The worst aspect of the course was some of the research topics that were chosen. Students also noted that there was no practicality to any of the lessons and they didn't get to apply what they learned in class. The course would improve if there was some kind of project to get students working and applying what they were learning in the course. Prospective students should have a good understanding of basic security technologies and know that they will be reading and analyzing lots of research papers.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2013  
LATIN AMERICAN STUDIES DEPARTMENT**

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

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

**AS.361.124.01**  
**Latin American Film: Mini-Course**  
**Emma Cervone**

Overall quality of the class: 3.32

Summary:

The best aspects of this course were the interesting film selections students got to watch, as well as the course length, which was only four weeks total. Students enjoyed the class discussions and overall immersion in Latin American culture. The worst aspects of the course included the hefty essay assignments with misguided prompts and lack of feedback. The course would improve if there were fewer essay assignments, better facilitated class discussions, and better feedback on the assignments. Prospective students should know that this is a one-credit course that meets for only four weeks, and that they will write a few papers within that time span.

**AS.361.170.01**  
**NI DE AQUI NI DE ALLA: INTRODUCTION TO LATINO STUDIES**  
**Richard Gioioso**

Overall quality of the class: 4.45

Summary:

The best aspect of the course was the passionate and personable professor who was able to garner interest in the class through personal stories and great discussions. Students were exposed to a wide range of issues in the Latino community and were able to correlate them with today’s current events. The worst aspects of the course included the weekly readings that were never discussed, the redundant discussion topics, and the lack of time management when it came to following the syllabus. The course would improve if the syllabus were to be restructured for more flexibility or to be specific to what students were actually doing in the course. Prospective students should know that the course subject is filled with lots of interesting things to learn about the Latino culture and the work in this class is not burdensome.

**AS.361.234.01**

## **LATIN AMERICAN STUDIES**

### **The Changing Face of Baltimore: Education, Health, and Other Issues among Santiago Solis**

Overall quality of the class: 4.50

#### **Summary:**

The best aspect of the course was the course itself as it offered practical and hands on experience. The students got to work with non-profit organizations, listen to speakers making an impact in Baltimore, and also make a difference in the community through volunteer work. The worst aspect of the course included the redundant class discussions and reading topics. The course would improve if the discussions were better structured and facilitated in order to make them more interesting and less repetitive. Prospective students should know that this course requires time commitment outside of class, but is a worthwhile course to take.

### **AS.361.316.01**

### **Caribbean Writing in Shakespeare, V. S. Naipaul, and Alejo Carpentier Eduardo Gonzalez**

Overall quality of the class: 4.00

#### **Summary:**

The best aspects of the course were the unique reading selections available and the professor's interesting teaching style. The worst aspect of the course was the unfocused class lectures. Students said their work was often not returned in a timely manner and there were no breaks in a class that was almost three hours long. The course would improve if the weekly papers were returned to students more often and if there was more direction on the overall course to help students understand the readings. Prospective students should be prepared to do lots of weekly essay writing and should attend class regularly in order to keep up.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2013  
MATERIALS SCIENCE AND ENGINEERING DEPARTMENT**

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

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

**EN.510.103.01**  
**Foundations of Nanotechnology**  
**Orla Wilson**

Overall quality of the class: 4.50

Summary:

The best aspects of the course included the broad overview of topics that were covered, as well as the fun and interesting activities. The worst aspect of the course was the difficulty in following some of the lecture materials. Students would like to see more discussion facilitated between the instructor and the students. Some students suggested getting more feedback on assignments. Perspective students should know that the course involves a fair amount of work and that Professor Wilson is available to help out.

**EN.510.107.01-02**  
**Modern Alchemy**  
**James Spicer**

Overall quality of the class: 4.50

Summary:

The best aspect of the course was Professor Spicer, who was not only enthusiastic, but lead very engaging lectures. Most students really enjoyed the topics that were covered throughout the semester. Many students were not happy with the attendance/participation grading system, more importantly the lottery system that was used to call on students. Students suggested revamping the method for gathering attendance/participation grades. Perspective students should know that attendance is mandatory and writing a few papers will be required. Overall, it's a great course that explores interesting material.

**EN.510.201.01**  
**Introductory Materials Science for Engineers**  
**En Ma**

Overall quality of the class: 3.29

## **MATERIALS SCIENCE AND ENGINEERING**

### **Summary:**

The best aspects of the course were the light workload and the interesting material. Students appreciated the overall flow of the course. The worst aspect of the course was not being properly prepared for exams and the lack of meaningful engagement between the students and the professor. Some students mentioned that the homework and exams should correspond more. Perspective students should know that a lot of different topics are covered, but if stayed on top of, the work is very manageable.

### **EN.510.202.01**

#### **Computation and Programming for Materials Scientists and Engineers**

**Michael Falk**

Overall quality of the class: 3.65

### **Summary:**

The best aspects of this course included getting a sturdy knowledge of MATLAB, as well as the assignments that allowed students to apply concepts learned in class. Many students found the projects to be time consuming and difficult to complete. Also, students found that the pace of the course was somewhat fast. Students suggested having smaller scale projects, with a lower level of difficulty. Also, students would like more time to be spent on concepts necessary to complete assignments. Perspective students should know that having some programming experience beforehand is a big help, but not necessary.

### **EN.510.313.01**

#### **Mech Property-Materials**

**Robert Cammarata**

Overall quality of the class: 4.00

### **Summary:**

The best aspect of the course was Professor Cammarata's ability to engage with and explain material to students. One of the worst aspects was not having enough review material. Also, some students found some of the notes difficult to decipher. Students would have liked to have more review material and feedback on assignments so that they could get a better review of concepts. Perspective students should know that it is important to review material outside of class.

### **EN.510.314.01**

#### **Electron Prop-Material**

**Theodore Poehler**

Overall quality of the class: 3.19

### **Summary:**

The best aspect of this course was the interesting subject material. Students found it to be extremely helpful that Professor Poehler provide them with such detailed notes. The worst aspect of the course was the lack of feedback on problem sets. Students agreed that having more detailed feedback on

## **MATERIALS SCIENCE AND ENGINEERING**

problem sets would be beneficial to their understanding of the material. Perspective students should know that keeping good notes is important for studying the material.

### **EN.510.315.01**

#### **Physical Chem of Mat II**

**Timothy Mueller**

Overall quality of the class: 4.81

#### **Summary:**

The best aspect of the course was that Dr. Mueller was able to put together such comprehensive lecture presentations. The organization of the course enhanced the learning experience. Some students did not understand the connection of the computational models. Students suggest having more methods of review, such as practice problems or a textbook. Perspective students should know that Dr. Mueller was a great professor to work with and that the grading is fair.

### **EN.510.400.01**

#### **Introduction to Ceramics**

**Patricia McGuiggan**

Overall quality of the class: 4.46

#### **Summary:**

The best aspects of this course included the small and interactive class settings, as well as the helpful and effective professor. There was a wide range of topics covered in this class, and students learned much through the field trips and assignments. The worst aspects of the course included the erroneous textbook and the fast paced lectures that were meant to cover a lot of material. The course would improve if there were simpler lectures slides and more review problems. Prospective students should expect a fun course with lots of challenging homework assignments to help them understand the material.

### **EN.510.407.01**

#### **Biomaterials II: Host response and biomaterials applications**

**Kalina Hristova**

Overall quality of the class: 3.76

#### **Summary:**

The best aspects of the course included the guest speakers and the diverse material that was covered. The worst aspects of this course included the lack of feedback on papers and the overall lack of structure in the class. Students felt like the exams were not comprehensive and that they did not accurately depict what they were learning in class. The course would improve if students received feedback on their work and if the lectures were better structured with more content to be taught. A previous background in biomaterials is not necessarily needed, but prospective students should expect to do lots of reading.

### **EN.510.422.01**

#### **Micro/Nano Structured Mats/Devices**



## **MATERIALS SCIENCE AND ENGINEERING**

### **En Ma**

Overall quality of the class: 3.94

#### **Summary:**

The best aspects of the course were the professor, the presentations, and the cutting edge topics covered in a simple format. The course was lightweight, but students were still able to get a general overview of the micro-nano world. The worst aspects of the course included the dull student presentations and vague guidelines on assignments. The course would improve if the class was more interactive and if the assignments were more engaging and thought provoking. Prospective students should expect a nice laidback course with lots of interesting micro and nano-technology material to learn.

### **EN.510.429.01**

#### **Materials Science Lab II**

**Orla Wilson**

Overall quality of the class: 2.92

#### **Summary:**

The best aspects of this course included the helpful lab write-ups and the professor. The worst aspects of the course included the defective lab equipment, unorganized labs, and unclear lab reports. The students found the labs confusing and vague, which affected how they collected data and did some experiments. The course would improve if the lab designs were better structured with better equipment. Prospective students should endeavor to start their lab reports on time because it involves lots of data analysis.

### **EN.510.430.01**

#### **Biomaterials Lab**

**Hai-Quan Mao**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **EN.510.434.01**

#### **Design Rsch Material Sci**

**Orla Wilson**

Overall quality of the class: 4.83

#### **Summary:**

The best aspects of the course included the independent research assignments and applicable lessons students learned. The worst aspects of the course included the hefty workload and time consuming assignments. The students felt that some of the guest speakers were not very informative as. The course would improve if the course schedule were better structured and designed for students. Prospective students should be prepared to pace themselves and do lots of independent research to complete a project for the class.

## **MATERIALS SCIENCE AND ENGINEERING**

### **EN.510.603.01**

#### **Phase Transformations**

**Jonah Erlebacher**

Overall quality of the class: 4.25

#### **Summary:**

The best aspects of the course included the notes and the helpful professor. The worst aspect of the course was the challenging homework assignments. Also, the students felt that the homework expectations were not clearly presented to them from the start of the semester. The course would improve if there were more organized lessons and more examples on the material. Prospective students should anticipate lots of studying and practicing because the problem sets are somewhat challenging.

### **EN.510.604.01**

#### **Mech Props of Materials**

**Timothy Weihs**

Overall quality of the class: 4.76

#### **Summary:**

The best aspects of this course included the effective and considerate professor, as well as the array of information covered in this course. The worst aspects of the course included the detail of the notes and the time consuming assignments. Some of the material covered in the lectures was not always covered in the notes and vice versa. The course would improve if there was an accompanying textbook for the class and if the notes were more detailed with fewer errors. Prospective students should have a background in material science and mechanical properties.

### **EN.510.606.01**

#### **Chem Bio Properties/Mat**

**Margarita Herrera-Alonso**

Overall quality of the class: 3.93

#### **Summary:**

The best aspects of the course included the homework assignments and class exercises which gave students adequate practice of the problems before the exams. The professor taught the concepts well and showed interest in helping students learn the material. The worst aspects of the course included the professor's inability to teach some material comfortably and sympathize with students that didn't grasp what she was teaching immediately. The course would improve if the professor showed a little more enthusiasm in the class and if the discussions were not so focused on polymerization pathways. Prospective students should have a strong background in organic chemistry to take this course.

### **EN.510.607.01**

#### **Biomaterials II**

**Kalina Hristova**

Overall quality of the class: 3.71

## **MATERIALS SCIENCE AND ENGINEERING**

### **Summary:**

The best aspects of the course included the wide range of material covered in the class, the guest lecturers and the student presentation on current bio-material related research. The worst aspect of the course was the lack of feedback on assignments. Students would have liked more detailed review on their homework assignments instead of a single grade so that they would improve. The course would improve if they had more feedback on their homework assignments and journal reviews. Prospective students should have some background in biomaterials in order to take this course.

### **EN.510.608.01**

#### **Electrochemistry**

**Peter Searson**

Overall quality of the class: 4.25

### **Summary:**

The best aspect of the course was the problem-based learning structure. The students worked together in class to discuss and go over problems they all had difficulty with, making the course very applicable and interactive. The worst aspects of the course included the heavy mathematical and theory-based processes. The course would improve if there were more problems and examples to help students really understand the material. Prospective students should expect to do a considerable amount of work and must ensure they attend all classes to be successful in the course.

### **EN.510.612.01**

#### **Solid State Physics**

**Theodore Poehler**

Overall quality of this course: 4.67

This class had 5 or fewer comments.

### **EN.510.615.01**

#### **Physical Prop-Material**

**Patricia McGuiggan**

Overall quality of the class: 3.76

### **Summary:**

The best aspects of the course included the wide range of material that was covered in this class and the thorough lecture slides and notes that were provided to help students understand the content. The worst aspect of the course was the fast-paced lectures in which the professor regularly tried to cover so much content at once. The course would improve if it were taught at a slower pace. It would also improve if the course focused on fewer topics and more detailed PowerPoint slides. Prospective students should expect to learn lots of relevant material in this fairly straightforward course.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.110.106.01-03**  
**Calculus I**  
**Nicholas Marshburn**

Overall quality of the class: 4.14

Summary:

The best aspects of the course were the amazing teaching assistants and the helpful professor who was able to explain the concepts to students very well. The worst aspects of the course were the very lengthy homework assignments and the feedback students received on them. The lectures were dull and often unclear and many didn't find the teaching assistants very helpful. The course would improve if the lectures were more engaging, if there were fewer homework assignments, and if homework was reviewed. Prospective students should endeavor to attend all lectures and stay on top of the homework assignments to be successful in the course.

**AS.110.107.01-08**  
**Calculus II (For Biological and Social Science)**  
**Yi Li**

Overall quality of the class: 3.15

Summary:

The best aspects of the course were the helpful teaching assistants, clear lecture notes, and the effective textbook. The worst aspects of the course were the hard to understand professor and the challenging course material. The professor had a strong accent and many students had a difficult time following along during lectures. The course would improve if the lectures were clearer and inclusive of more examples to help students understand the content. Prospective students should be prepared to spend lots of time studying the material and doing the homework assignments so they can do well on the exams.

**AS.110.109.01-05**  
**Calculus II (For Physical Sciences and Engineering)**  
**Maxim Arap**

## MATHEMATICS

Overall quality of the class: 4.08

### Summary:

The best aspect of the course included the passionate professor who was very good at presenting the information in a clear and effective manner. The worst aspects of the course included the fast pace in which the class went, and the heavy loads of homework. There was a lot of information covered in the class and students found the material very difficult. The course would improve if the homework assignments were as difficult as the exams so that students could have a chance to grapple with the more difficult material beforehand. Prospective students should be sure to set apart lots of time to study the material and ensure they do practice problems in this challenging Calculus course.

**AS.110.201.01-05; 07-09**

**Linear Algebra**

**Carl McTague**

Overall quality of the class: 3.87

### Summary:

The best aspects of the course included the enthusiastic professor, engaging lectures, and really supportive class textbook. The worst aspects of the course included the ineffective teaching assistants, the professor's low voice when speaking to the class, and the heavy workload that was not often reviewed. Some of the lectures didn't touch much of the content and students felt that the professor just regurgitated what was in the book a lot of times. The course would improve if the lectures were more engaging and if students had more practice problems/sessions to help them understand the concepts better. Prospective students should ensure they always do the homework assignments and study so they do not fall behind in this relatively manageable math course.

**AS.110.202.01-09**

**Calculus III**

**Oliver Gjoneski**

Overall quality of the class: 3.78

### Summary:

The best aspect of the course was the clear and informative class lectures. The professor was very effective in teaching the concepts and always assigned homework assignments equivalent to the type of content they would come across on tests. The worst aspects of the course included the lengthy homework assignments and difficult exams. The course would improve if the concepts were taught at a slower pace and if the more difficult problems were discussed and worked through in class, so that students wouldn't be caught off-guard during exams. Prospective students should be prepared to encounter some really challenging material and should endeavor to stay on top of the homework and concepts.

**AS.110.211.01**

**Honors Multivariable Calculus**

**Turgay Bayraktar, Richard Brown**

## MATHEMATICS

Overall quality of this course: 4.17

This class had 5 or fewer comments.

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

Overall quality of the class: 3.64

**Summary:**

The best aspect of the course was the challenging subject material. The worst aspects of the course included the heavy workload and the seemingly independent nature of the course as many students found themselves learning the material on their own. The professor casually taught the concepts and told students they should be more motivated to learn the content on their own. The course would improve if the professor spent time going over the material in-depth. Prospective students should know they will be graded on homework assignments and quizzes so they should ensure they spend lots of time with the homework, which will in turn help them perform well on the quizzes.

**AS.110.302.01-07**  
**Diff Equations/Applic**  
**Lu Wang**

Overall quality of the class: 2.54

**Summary:**

The best aspects of the course included the teaching assistants who were good at clarifying and explaining the material to some extent. The worst aspect of the course was the dull lectures that were difficult to understand because of the professors' accent. The textbook did not supplement the course well, and students found the material very challenging. The course would improve if the professor was clearer in delivering the content, if there was more review on the subjects, and a better supplemental textbook. Prospective students should endeavor to do their homework assignments in order to get practice with the problems, and should prepare to put in some extra time with this somewhat challenging course.

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

Overall quality of the class: 3.90

**Summary:**

The best aspect of the course was the interesting and fairly challenging material. The worst aspects of the course were the dull lectures and the hard to follow professor. The lectures dwelt on lots of proofs and the professor was often difficult to understand while he was teaching. The course would improve if the professor would take his time to explain different types of problems and if there was a better supporting textbook for the class. Prospective students should ensure they attend all lectures and keep up with the homework assignments in this fairly challenging course.

## MATHEMATICS

### **AS.110.311.01**

#### **Complex Analysis**

**John Lind**

Overall quality of the class: 3.91

#### Summary:

The best aspect of the course was the passionate and well organized professor who was able to effectively deliver the content to students. The worst aspects of the course were the lengthy and challenging homework assignments, as well as the challenging concepts covered in class. The students felt that the homework assignments were unrealistically challenging and were not an adequate representation of the type of problems that eventually appeared on exams. The course would improve if there were more problems reviewed in class in direct proportion to the level of difficulty of the exams. Prospective students should know that this is a very challenging course and they should have a strong Calculus II and III background.

### **AS.110.401.01**

#### **Advanced Algebra I**

**Maxim Arap**

Overall quality of the class: 3.88

#### Summary:

The best aspects of the course were the lectures which complemented a fairly informative book as well as the heavily weighted homework assignments that were good boosters for student grades. The worst aspects of the course were the dull lectures, large amounts of assigned homework and the overall level of difficulty that students met with in this class. The professor taught many of the lectures from the book and went at a very fast pace for the second half of the semester. The course would improve if the workload were lessened and if the class went at a steadier pace throughout the semester. Prospective students should expect a fairly challenging course with lots of proofs and problem sets.

### **AS.110.402.01**

#### **Advanced Algebra II**

**Caterina Consani**

Overall quality of the class: 4.07

#### Summary:

The best aspects of the course included the passionate professor and teaching assistant, as well as the fair lectures and class textbook. Students also enjoyed the challenge of the material. The worst aspect of the course was the occasionally dull lectures that were textbook driven. Even though the textbook was somewhat helpful, students felt that the book could have been clearer and inclusive of more examples. Prospective students should be prepared to do lots of weekly homework problems and should have a strong background in algebra.

### **AS.110.405.01**

#### **Analysis I**

## MATHEMATICS

### **Turgay Bayraktar**

Overall quality of the class: 4.18

#### Summary:

The best aspect of the course was the well organized and presented lectures. The worst aspects of the course were the difficult concepts and homework assignments. Students felt the professor's lectures were an extension of the book and therefore didn't offer much more to the class. The course would improve if the lectures were more engaging and if there were more practice problems or supportive materials to help students understand the math better. Prospective students should have a strong background in Calculus and Algebra, and should stay on top of the homework assignments to help them understand the problems better.

### **AS.110.413.01**

#### **Intro to Topology**

**John Lind**

Overall quality of the class: 4.73

#### Summary:

The best aspects of the course included the engaging professor and the subject of topology. The worst aspect of the course was the level of difficulty experienced with the problems. The students expressed frustration at the fact that their homework assignments were rarely given back to them. The course would improve if there was more in-class practice of the problem sets or if there was a section with a teaching assistant. Prospective students should have some previous background in Analysis I. Overall, it was a fun, but challenging course.

### **AS.110.416.01**

#### **Honors Analysis II**

**Jose Gomez**

Overall quality of the class: 4.92

#### Summary:

The best aspect of the course was the professor who effectively covered the subject matter in an organized and clear manner. The professor explained Analysis thoroughly and gave students a clear understanding of important concepts. The worst aspects of the course were the heavy amounts of information that had to be covered, as well as the challenging aspect of the course. The course would improve if more time was spent reviewing the homework assignments. Prospective students should have some previous Analysis background and should be aware that the Honors Analysis I course is structured differently than the regular Analysis course.

### **AS.110.417.01**

#### **Partial Diff Equations**

**Mihai Tohaneanu**

Overall quality of the class: 4.18



## MATHEMATICS

### Summary:

The best aspect of the course was the organized lectures that covered many topics in a presentable manner. The professor was clear, always available, and showed a genuine interest in his students learning the material. The worst aspects of the course were the difficult homework assignments and the fast pace the class seemed to go in at times. The course would improve if the solutions to the homework assignments were made available for students and if there were more review materials available. Prospective students should know that the course reviews a lot of ODE and it is a good idea to have strong knowledge of it before you go into the course.

### **AS.110.421.01**

#### **Dynamical Systems**

**Richard Brown**

Overall quality of the class: 4.56

### Summary:

The best aspects of the course included the engaging professor, the exciting lectures, and the available lecture notes. The worst aspects of the course were the difficult and plentiful homework assignments, as well as the dense textbook. Students felt that there were lots of problems not often covered by the book and that the feedback on their homework assignments never really helped them understand the correct results. The course would improve if there was a more supportive textbook for the class and if there were more examples provided for the homework assignments. Prospective students should work hard on the homework assignments and ensure they attend all classes to get help in the somewhat difficult and proof-heavy course.

### **AS.110.602.01**

#### **Algebra**

**Vyacheslav Shokurov**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

### **AS.110.607.01**

#### **Complex Variables**

**Yuan Yuan**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

**EN.530.102.01**

**Freshman Experiences in Mechanical Engineering  
Stephen Belkoff**

Overall quality of the course: 3.53

**Summary:**

The best aspects of this course included the exposure and introduction to MATLAB, the guest lecturers, the design project that allowed students the opportunity to hone their group collaboration skills, and the chance for students to participate in the mock trial. One student felt that because the material was made available online and because students were permitted to use notes during exams, he/she felt less of an incentive to attend class and/or learn the material. A few students felt the lectures were, at times, difficult to attend to because they were pedantic and dry in nature. Suggestions included clarifying the syllabus for future students and providing more classroom structure overall throughout the duration of the semester. Prospective students are encouraged to attend all of the lectures and study sessions so that they will walk away with a better understanding of MATLAB once the course is over.

**EN.530.104.01**

**Introduction to Mechanics II  
John Thomas**

Overall quality of the course: 4.53

**Summary:**

The best aspect of the course was the instructor’s enthusiasm. Students also appreciated the intriguing material presented in the lectures and the opportunity to explore physics alongside mechanics. A few students felt the exams should have had more than 3 questions each on them. Also, students felt they should have received more feedback on returned work from the instructor. Suggestions included incorporating more review sessions for the tests and providing more examples on the material in class. Prospective students should know it’s important to make sure they understand the material; if they don’t, they should get assistance before they fall behind, as catching up is difficult.

**EN.530.106.01**

## MECHANICAL ENGINEERING

### **Mechanical Engineering Freshman Lab II** **Stephen Belkoff**

Overall quality of the course: 4.07

#### Summary:

The best aspect of this course was applying what students learned in Freshman Mechanics to the lab. Students also appreciated the absence of pre-labs and post-labs and the overall hands-on experience taking apart bikes. Some students felt the labs were, at times, poorly organized. Students also felt that completing particular labs within a 3-hour time frame was excessively difficult. Suggestions included offering more dissection labs, providing students with clearer expectations on the labs, and focusing less on how accurately a student can sketch. Prospective students should know that many of the labs are difficult and require the entire class time so it's pertinent to be punctual.

### **EN.530.202.02-05**

#### **Dynamics** **Narutoshi Nakata**

Overall quality of the course: 3.72

#### Summary:

The best aspects of this course included the homework assignments that prepared the students for the exams and the comprehensible way the instructor conveyed the concept. The textbook was concise and relevant to the lectures, and the class was well-structured. Some students felt the assignments were graded too harshly. Students also felt the homework questions were often too ambiguous. Suggestions included incorporating more review sessions, lightening the out-of-class workload, and providing more physical demonstrations of the material. Prospective students should have a good grasp of calculus and should attend all lectures to be successful in the course.

### **EN.530.215.01**

#### **Mechanics-Based Design** **Steven Marra**

Overall quality of the course: 3.95

#### Summary:

The best aspects of this course included the thorough explanation of the material and the instructor's enthusiasm for the subject matter. One student wished that more examples of derivations were shown as opposed to discussed. Also, students felt the length of time in which they had to complete quizzes was excessively short. Suggestions included providing students with more time to complete the quizzes and access to sample problems online. Prospective students should know that it's important not to fall behind because the class covers a lot of material in one semester.

### **EN.530.216.01-05**

#### **Mechanics Based Design Laboratory** **Steven Marra**

Overall quality of the course: 4.19

## MECHANICAL ENGINEERING

### Summary:

The best aspects of this course included the helpful demonstrations of the concepts learned, hands-on lab experience, the enthusiasm with which the instructor taught, and the minimal amount of homework assigned. Some students felt the lectures were disjointed and did not correlate well with the labs. Also, when labs didn't work, the students, TA, and instructor were stumped. Suggestions included having students start the design project earlier in the semester and allowing students more creative "wiggle room" with the final project. Prospective students should know that this class is performance-based as all the experiments are self-contained in the classroom; it's important to show up.

### **EN.530.241.01-03**

#### **Electronics & Instrumentation**

**Sean Carver, Noah Cowan**

Overall quality of the class: 2.08

### Summary:

The best aspects of this class included the fun and informative labs, the challenging material and the hands-on experience. Several students felt that although Dr. Carver worked hard to ensure students were learning, he had a great deal of trouble conveying much of the material to the class. One suggestion was to simplify and shorten the labs that came late in the semester. Another suggestion was to provide students with feedback in a timely manner. Prospective students are encouraged to make sure they learn the fundamentals properly or they will struggle in the class as it progresses.

### **EN.530.334.01**

#### **Heat Transfer**

**Andrea Prosperetti**

Overall quality of the course: 3.34

### Summary:

The best aspects of this course included the intriguing content and the detailed, concise lectures. Some students felt the instructor was unapproachable, and wrote illegibly. Also, students felt the material was more theoretical in nature; some wished more concrete applicable examples had been given. Suggestions included providing more examples and answering student questions about the concepts without sarcasm. Prospective students should know the class is extremely hard, but the textbook is quite helpful.

### **EN.530.335.01-04**

#### **Heat Transfer Laboratory**

**Steven Marra**

Overall quality of the course: 3.45

### Summary:

The best aspects of this course included the flexible lab hours, hands-on experience, the focus on the technical-writing aspects of lab reports, and the opportunity to complete a lab by oneself. Some students felt that it took way too long for the instructor to provide them with feedback. Students also

## MECHANICAL ENGINEERING

felt the lab reports were too lengthy and rigid. The most common suggestion for improvement was making the lab reports a group effort. Prospective students should know this class consists of only three labs so it's important to do well on all of them.

### **EN.530.343.01-03**

#### **Design and Analysis of Dynamical Systems**

**Steven Marra**

Overall quality of the course: 4.18

#### **Summary:**

The best aspects of this course included the new concepts introduced through Simulink, the intriguing lectures, and the organized and engaging instructor. A few students felt that the textbook wasn't helpful. Students also felt that the beginning of the semester seemed drawn-out while the material covered at the end of the year felt rushed. Suggestions included spending less time on dynamics and differential equations and providing students with the supplemental material used by the instructor. Prospective students should know it's pertinent to attend each class and to contact the instructor with questions and/or concerns.

### **EN.530.354.01**

#### **Manufacturing Engineering**

**Yury Ronzhes**

Overall quality of the course: 4.19

#### **Summary:**

The best aspects of this course included the amount of practical material covered, the moderate homework assignments, the lecturers brought in to introduce manufacturing, and the hands-on experience that provided students with tangible outcomes they could take home afterward. Some students felt the PowerPoint slides were cumbersome. Students also felt that sometimes it was unclear when particular labs were going to take place; students wound up missing other classes for the labs. Suggestions included incorporating more facility tours and perhaps provide students with laser-cutting certification. Prospective students are encouraged to take this fun, informative and engaging class.

### **EN.530.381.01**

#### **Engineering Design Process**

**Mohammad Dehghani, Nathan Scott**

Overall quality of the course: 2.45

#### **Summary:**

The best aspects of this course included the design project that was both challenging and practical; also, the review of MBD was helpful. Some students felt the course veered toward a focus on mechanics in the middle of the semester. Also, it was obvious that the two instructors clashed and students found this distracting. Suggestions included focusing the course primarily on design and incorporating the problems that senior designers experienced in years past as a basis of teaching improvement and collaborative troubleshooting. Prospective students should start their design projects as early as possible.

## MECHANICAL ENGINEERING

### **EN.530.404.01**

#### **Engineering Design Project II**

**Nathan Scott**

Overall quality of the course: 4.51

#### **Summary:**

The best aspects of this course included the hands-on experience, the consistent interaction with one's client as the project progressed, the discussion and analysis that went into solving actual design problems, and the guidance provided by the instructors. Some students felt they were not given proper feedback on their projects and reports. A few students felt that the assessments, deadlines, presentations, and reports should have been better organized and communicated to students. Suggestions included allowing students more machine shop access and training prior to their projects; also, providing students with more individual communication and feedback throughout the semester. Prospective students should keep up with all the milestones of the course and try not to procrastinate.

### **EN.530.410.01**

#### **Biomechanics of the Cell**

**Sean Sun**

Overall quality of the course: 4.25

#### **Summary:**

The best aspects of this course included the intriguing material and lectures, as well as the instructor's enthusiasm for the material. One student felt that posting grades/material on Blackboard would have been beneficial. Another student felt there could have been more feedback provided. Suggestions included incorporating example problems in class and creating a centralized class website for organizational purposes. Prospective students should know it is helpful to have a firm grasp of thermodynamics and statistics beforehand.

### **EN.530.421.01-03**

#### **Mechatronics**

**Gregory Chirikjian**

Overall quality of the course: 4.21

#### **Summary:**

The best aspects of this course included the hands-on experience, opportunities to build a robot, and the exposure to design. Some students felt they were not provided feedback on labs and homework in a timely fashion. Students also felt the groups they worked within did not consist of other motivated individuals and that the building materials provided were not always adequate. Suggestions included letting students know they will be using MATLAB before the semester begins and providing students with feedback sooner. Prospective students should know that this course requires MATLAB and acrylic laser cutting.

### **EN.530.444.01**

#### **Computer-Aided Fluid Mechanics and Heat Transfer**

## MECHANICAL ENGINEERING

### **Cila Herman**

Overall quality of the course: 3.28

#### Summary:

The best aspects of this course included COMSOL, the fair workload, and the instructor's awareness of how far along the students were. Students felt the instructor did not provide them with enough information before assigning homework. They also felt the instructor often went off on too many tangents. Suggestions included providing more communication with the students and incorporating more lectures/theory on CFD. Prospective students might find basic knowledge of heat transfer and fluid dynamics helpful.

### **EN.530.464.01**

#### **Energy Systems Analysis**

**Dennice Gayme**

Overall quality of the course: 4.11

This class had 5 or fewer comments.

### **EN.530.470.01**

#### **Space Vehicle Dynamics & Control**

**Timothy McGee, Martin Ozimek**

Overall quality of the course: 4.42

#### Summary:

The best aspects of this course included the informative lectures, well-designed homework assignments, and expert guest lecturers. One student felt the lecture notes in the second half of class were difficult to follow. Other students felt the homework was "busy work" or excessively tedious. Suggestions included incorporating videos to illustrate attitude concepts, providing more application examples, and providing less proofs. Prospective students should know MATLAB and are encouraged to do the extra credit work.

### **EN.530.606.01**

#### **Mechanics of Solids and Materials II**

**Jaafar El-Awady**

Overall quality of the class: 3.38

#### Summary:

The best aspects of the course included the lessons on research topics and the practical applications it offered to the field of engineering. The worst aspects of the course included the professors' impatience and the homework assignments. The professor would interrupt students while they were answering his questions and would occasionally be absent from class, leaving the teaching assistant to give the lessons. Also, the homework assignments were heavy and often based on things not learned in class. The course would improve if the professor was more organized and if the class were better structured. Prospective students should expect a very useful and interesting engineering course in which a previous background in Solid Mechanics is required.

## MECHANICAL ENGINEERING

### **EN.530.622.01**

#### **Fluid Dynamics II**

**Joseph Katz**

Overall quality of the class: 3.69

#### Summary:

The best aspect of the course was the wide range of topics covered on fluid dynamics. The material was interesting and very applicable to the Engineering field. The worst aspects of the course included the professor's fast and hard to follow lectures, as well as the lack of supplementary learning materials available for students. The course would improve if the class notes were provided to students, if there was a supplementary textbook for the class, and if the professor communicated with more legible handwriting. Prospective students should have a strong background in fluids and be prepared to put forth effort in this challenging course.

### **EN.530.647.01**

#### **Adaptive Systems**

**Louis Whitcomb**

Overall quality of the class: 4.64

#### Summary:

The best aspects of the course included the organized professor and the well-presented material. The notes and textbook were helpful to students and they felt that the professor presented the material very clearly. The worst aspects of the course included the homework assignments that were given without solutions and the exams that required students to do lots of memorization. The course would improve if there were additional lectures or readings on adaptive systems, as well as some kind of assigned project. Prospective students should have a background in linear systems before taking this course.

### **EN.530.658.01**

#### **Thermally Activated Processes in Solids**

**Jaafar El-Awady**

Overall quality of this course: 3.63

This class had 5 or fewer comments.

### **EN.530.672.01**

#### **Biosensing & BioMEMS**

**Jeff Wang**

Overall quality of the class: 4.16

#### Summary:

The best aspects of the course included the fun lectures and the assigned project. The professor was able to cover a lot of material in an effective way. The worst aspect of the course was the difficult and



## MECHANICAL ENGINEERING

heavily weighted homework assignments. The students found the teaching assistant's grading system unclear. The course would improve if there were more examples and review sessions to help students understand much of what they were learning. Prospective students should be sure to put forth lots of effort into the heavily weighted homework assignments in this relatively fun course.

### **EN.530.678.01**

#### **Nonlinear Control and Planning in Robotics**

**Marin Kobilarov**

Overall quality of this course: 4.17

This class had 5 or fewer comments.

### **EN.530.730.01**

#### **Finite Element Methods**

**Somnath Ghosh**

Overall quality of the class: 3.50

#### **Summary:**

The best aspects of the course included the course project and assignments which helped students to better understand finite elements. The worst aspects of the course included the lengthy and unclear homework assignments, and the occasional structure of the class. The professor scarcely provided helpful responses to assignments, would occasionally cancel classes, and keep students late in others. The course would improve if the professor provided more examples of the problems and was more helpful to students. Prospective students should set apart lots of time for the projects/assignments and should have a good background in programming.

### **EN.530.762.01**

#### **Advanced Math Methods for Engineers**

**Andrea Prosperetti**

Overall quality of the class: 4.30

#### **Summary:**

The best aspects of this course included the passionate and helpful professor, as well as the useful and substantial amount of topics covered in the class. The worst aspects of the course included the difficult exams and the teaching assistant who often graded arbitrarily and was unable to answer student queries. The homework assignments were not as challenging as they could have been, causing students not to do so well on their exams. The course would improve if some real life application was offered and if the exams were reflective of the type of homework assignments students were given. Prospective students should have a strong math background and be prepared to challenge themselves in this fast paced course.

### **EN.530.766.01**

#### **Numerical Methods**

**Rajat Mittal**

## MECHANICAL ENGINEERING

Overall quality of the class: 4.68

### Summary:

The best aspect of the course was the professor whose detailed lessons helped to ensure all students understood the material. The supportive homework assignments were very useful and students thought that the class was well organized. The worst aspect of the course was the hefty homework assignments that were not always in line with material students had learned in class. The course would improve if there was a corresponding textbook for the class and if there were more lessons on programming, theories and parallel computing. Prospective students should have some background in programming before taking this interesting course on numerical methods.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.374.102.01-02**

**Introduction to Leadership II**

**Jeffrey Wood**

Overall quality of the course: 4.42

**Summary:**

The best aspects of this course included its applicability to real-world scenarios and the moderate assignments outside of class. Students appreciated the instructor’s engaging demeanor and enthusiasm for the course content. One student felt that assignment instructions could’ve been made clearer. Suggestions included incorporating more hands-on practice and providing students with study guides. Prospective students are encouraged to be interactive with the instructor and must know that the class is heavily ROTC-based.

**AS.374.120.01**

**Basic Leadership Laboratory II**

**Jeffrey Wood**

Overall quality of the course: 4.67

**Summary:**

The best aspects of the course included the outdoor, hands-on training, and real-life applications it provided, as well as the light workload. Some students felt the instructor would go on tangents too much. Some students also complained that the instructor often ran over on time. Suggestions included organizing communication, switching up the squads and platoons every once in a while, and making class time more structured. Prospective students should know that this course is heavily ROTC-based and they must be ready to apply lessons learned in labs.

**AS.374.202.01**

**Leadership & Teamwork II**

**Paul Carroll, Matthew Dusablon, Shane Seay**

Overall quality of the course: 4.41

## MILITARY SCIENCE

### Summary:

The best aspects of this course included the exercises that allowed for interaction among students, the peer feedback, and the practical examples provided by the instructor. Students also appreciated the instructor's enthusiasm. Some students felt there was a lack of leadership opportunities. Suggestions included more a realistic class time in ISIS, and providing students with more leadership opportunities. Prospective students should know that the class is made up mostly of ROTC cadets.

### **AS.374.220.01**

#### **Advanced Team Leadership**

**Shane Seay**

Overall quality of the course: 4.30

This class had 5 or fewer comments.

### **AS.374.302.01**

#### **Leadership and Tactics**

**Paul Carroll, Bart Sime**

Overall quality of the course: 4.44

This class had 5 or fewer comments.

### **AS.374.307.01**

#### **Leadership in Military History**

**Jeffrey Wood**

Overall quality of the course: 4.50

This class had 5 or fewer comments.

### **AS.374.320.01**

#### **Advanced Tactical Leadership**

**Bart Sime**

Overall quality of the course: 4.38

This class had 5 or fewer comments.

### **AS.374.402.01**

#### **Adaptive Leadership/Professionalism**

**Paul Carroll**

Overall quality of the course: 4.67

This class had 5 or fewer comments.

## **MILITARY SCIENCE**

**AS.374.420.01**

**Advanced Organizational Planning**

**Paul Carroll**

Overall quality of the course: 4.63

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.389.130.01**

**Mini Course : Conservation, An Introduction to Technical Art History  
Thomas Primeau**

Overall quality of the course: 4.71

This class had 5 or fewer comments.

**AS.389.202.01**

**Introduction to the Museum: Issues and Ideas  
Jennifer Kingsley**

Overall quality of the course: 4.64

Summary:

The best aspects of this course included the small class setting, the in-class discussions, and the guest lecturers. Some students felt that the grading was excessively harsh. One suggestion was fewer background readings. Another suggestion was to require more participation from students. Prospective students should read the essay rubrics thoroughly, think hard about the prompts, and be prepared to do a lot of reading and writing.

**AS.389.275.01**

**Interpreting Collections: An Introduction to Museum Education-Community  
Elizabeth Maloney**

Overall quality of the course: 4.60

Summary:

The best aspects of this course included the class field trips, lessons on how to write an exhibit label, and the engaging class discussions. One student felt that the required readings were pedantic. Another student felt the reading assignments were too dense and long. Suggestions included providing clearer feedback on grading stipulations and incorporating more hands-on activities. Prospective students

## MUSEUM AND SOCIETY PROGRAMS

should know that the class is invaluable to those exploring museum professions though it's reading and writing-intensive.

### **AS.389.320.01**

#### **Photographs on the Edge : Ara Güler in Archives of the Smithsonian's Freer and Nancy Micklewright**

Overall quality of the course: 4.18

#### Summary:

The best aspects of this course included the opportunity to collaborate with the Freer Sackler Museum in DC and the practical skills provided for working in the museum industry. Some students felt that the required readings were ineffective and that the assignments were sometimes unclear or superfluous. One suggestion was to have the students begin working in groups earlier in the semester. Another suggestion was to make the coherence between the classwork and the readings clearer. Prospective students should have a strong interest in curatorial work and have the time to travel to DC more than once within the semester.

### **AS.389.360.01**

#### **American Literature on Display Gabrielle Dean**

Overall quality of the course: 4.00

#### Summary:

The best aspects of this course included preparing the final exhibition of the semester and the intriguing reading assignments. Also, students appreciated the instructor's enthusiasm for the material. One student felt that, at times, there were so many different assignments that it was hard to prioritize. Suggestions included providing students with feedback and making the required readings less dense. Prospective students should know that the course is reading-intensive and that they will have the opportunity to work independently on a final project.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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-Music Theory  
Faye Chiao**

Overall quality of the course: 4.32

**Summary:**

The best aspects of this course included looking at various facets pertaining to music theory that provided a comprehensive learning experience and listening to the instructor lecture at the piano. Students also appreciated the instructor’s engaging demeanor. Some students felt that the workload was excessive and the assignments pedantic. Suggestions included incorporating more technical aspects of music and distributing the assignments evenly throughout the week. Prospective students should know that this course requires a significant amount of work outside of the classroom but is a wonderful class for learning music theory.

**AS.376.111.03  
Rudiments-Music Theory  
Joshua Bornfield**

Overall quality of the course: 4.45

**Summary:**

The best aspects of this course included the instructor’s dedication to making sure the students were learning the content and his enthusiasm for the material. One student felt that the instructor moved too quickly through the content. Another student stated that, at times, it was difficult to correspond with the instructor, particularly through email. Suggestions included providing more opportunities to practice music analysis and making class participation a more inclusive process. Prospective students should know this class requires a lot of work.

**AS.376.211.01  
Theory & Musicianship I  
Faye Chiao**



## MUSIC

Overall quality of the course: 4.08

### Summary:

The best aspects of this course included the varied examples the text/instructor provided and the instructor's clear and logical lectures. Some of the students felt that the workload was excessive and that there were not enough listening exercises. One suggestion was for the instructor to provide material other than the textbook. Another suggestion was more listening practices. Prospective students should know that though it's not mandatory, taking Rudiments of Music Theory beforehand helped some pupils with understanding certain concepts.

### **AS.376.211.02**

#### **Theory & Musicianship I**

**Travis Hardaway**

Overall quality of the course: 4.83

This class had 5 or fewer comments.

### **AS.376.212.01**

#### **Theory/Musicianship II**

**Travis Hardaway**

Overall quality of the course: 4.57

### Summary:

The best aspects of this course included listening to and analyzing pieces of music; also, the instructor required composition from his students. One student felt the class was, at times, disorganized. Another student felt that the instructor seemed more focused on lecturing than on interaction. Suggestions included adopting new composition pieces, a different textbook, and ensuring that there is ample participation/interaction between the instructor and students in class. Prospective students should have a solid background in music theory and, if possible, access to a piano/keyboard.

### **AS.376.216.01**

#### **Theory III – Counterpoint**

**Stephen Stone**

Overall quality of the course: 4.88

### Summary:

The best aspects of this course included the compositions, the weekly assignments, and the possibility to revise work. Also, students appreciated the instructor's enthusiasm and lively lectures. One student felt that the class was "composition-heavy." Another student mentioned preference to turning the homework in physically as opposed to online. Prospective students should know that this course is composition-based.

### **AS.376.231.01-03**

#### **Western Classical Music**

**Richard Giarusso**

## MUSIC

Overall quality of the course: 4.62

### Summary:

The best aspects of this course included listening to music for homework, the engaging class lectures and that the instructor eliminated a quiz and an assignment because of time constraints. Students also appreciated the instructor's enthusiasm. Some of the students felt that the amount of information in the listening quizzes was sometimes too much. One student suggested an introduction on how to read music for those who could not. Prospective students should know that background knowledge in music theory is not necessary, but helpful.

### **AS.376.258.01**

#### **Jazz Improvisation and Theory**

**Alexander Norris**

Overall quality of the course: 4.60

### Summary:

The best aspects of this course included the combination of lecture and live playing in the classroom and the opportunity to practice improvisation. Students also appreciated the instructor's enthusiasm. Some students felt the class was unstructured and disorganized. One suggestion included integrating some jazz history into the course. Prospective students don't necessarily need to know how to play jazz but it helps immensely if one knows how to read music.

### **AS.376.341.01**

#### **Music and Literature: 20th Century Opera**

**Richard Giarusso**

Overall quality of the course: 4.67

### Summary:

The best aspects of this course included the open discussions and lessons on the musical and literary facets of opera. One student felt that it was difficult having to sit through the operas in class. Another student stated that the instructor was late with feedback. Suggestions included reducing the number of operas introduced in class and dispersing the workload a bit more evenly. Prospective students should know that the weekly assignments are time-consuming.

### **AS.376.407.01**

#### **Music and Evolution**

**Elizabeth Tolbert**

Overall quality of the course: 3.50

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.670.616.01**  
**Introduction to Nano Bio Tutorials II**  
**Denis Wirtz**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

**EN.670.621.01**  
**Nano Bio Laboratory**  
**Denis Wirtz**

Overall quality of this course: 4.13

This class had 5 or fewer comments.

**EN.670.630.01**  
**Cancer Nanotechnology Training Center (CNTC) Tutorial**  
**Denis Wirtz**

Overall quality of this course: 3.67

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.130.126.01**

**Gods and Monsters in Ancient Egypt  
Richard Jasnow**

Overall quality of the class: 3.85

Summary:

The best aspects of the course were the engaging lectures delivered by an enthusiastic professor, and the interesting course material. The worst aspects of the course were the unclear lectures, excessive reading assignments and the disorganized class structure at times. The professor didn’t always follow the syllabus schedule when it came to lectures, jumped around on many subjects, and completely overlooked some. The course would improve if there was a better structured syllabus with clearer expectations, as well as more assignments in between the semester so that grades wouldn’t be heavily weighted on the exams. Prospective students should attend all classes and spend time with the readings.

**AS.130.170.01**

**Diplomacy and Conflict in the Ancient Middle East  
Jacob Lauinger**

Overall quality of the class: 4.49

Summary:

The best aspects of the course included the lectures and the engaging professor. The professor was passionate, extremely knowledgeable, and effective in presenting the course material to students. The worst aspect of the course was the grading structure which was made up of only one midterm and one final exam. The course would improve if there were more assignments added to the grading system to help students who are not able to do well on the two exams. Prospective students should expect to keep up with a lot of material, and readings in order to do well on the heavily weighted exams.

**AS.130.177.01**

**World Prehistory  
Michael Harrower**

## NEAR EASTERN STUDIES

Overall quality of the class: 3.88

### Summary:

The best aspects of the course included the easygoing professor and helpful PowerPoint slides. The worst aspects of the course included the dull course material and lectures. There was not much in-class discussion and students found it difficult to stay engaged in the lectures. The course would improve if there were more discussions and engaging materials to help students stay involved in class. The course is fairly manageable and it focuses on archeology. Prospective students should be sure to attend all lectures in order to do well on the exams and writing assignments.

### **AS.130.212.01**

#### **The Archaeology of Death, Burial and the Human Skeleton Christopher Brinker**

Overall quality of the class: 4.14

### Summary:

The best aspects of the course included the engaging and knowledgeable professor, as well as the interesting case studies and readings. The worst aspect of the course was the lengthy and dense readings. The course would improve if the readings were lessened and more focused. It would also improve if there were more class discussions and clearer lessons/assignments. Prospective students should expect to do lots of reading in this class that had lots of interesting topics to offer.

### **AS.130.352.01**

#### **History of Hasidism David Katz**

Overall quality of the class: 3.60

This class had 5 or fewer comments.

### **AS.130.354.01**

#### **Archaeological Method and Theory Michael Harrower**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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 course: 4.54

**Summary:**

The best aspects of this course included the intriguing presentation of material, the balanced workload, and the instructor’s engaging lecturing style. Students also appreciated the instructor’s enthusiasm for the course content. Some students felt that the course was too demanding for an intro level class and that there were not enough opportunities to improve grades (grades were based on the mean of three tests throughout the semester). Suggestions included providing more online study resources and assigning more out-of-class work so that students can better understand the material. Prospective students are encouraged to attend every lecture and study regularly for the tests as opposed to waiting until the day before.

**AS.080.203.01**

**Cognitive Neuroscience  
Brenda Rapp**

Overall quality of the course: 3.35

**Summary:**

The best aspects of this course included the effective presentation of the material, the podcasts that were posted on Blackboard, the instructor’s enthusiasm for the content, and the lectures that were supplemented with visual aids. Some students felt that the instructor could, at times, get lost in her lectures and deliver misleading or incorrect information. Students also felt that the exams did not match the material that had been presented in class. Suggestions included providing review exams, clarifying what the exams could potentially cover, and more student engagement. Prospective students should know that it’s vital to do well on the class exams as the cumulative course grade is based on the mean of three tests.

**AS.080.250.01-04**

## NEUROSCIENCE

### **Neuroscience Lab**

**Linda Gorman, Jason Trageser**

Overall quality of the course: 4.35

#### **Summary:**

The best aspects of this course included the applicability of the material to the lecture section and the organization of the labs. Also, students appreciated the hands-on experience. Some students felt that the practical was too intense and difficult. Some students felt that more time could've been spent on the electrophysiology portion of the class and that more guidance regarding the practical could have been provided. Prospective students should know that engagement is pertinent, they should be prepared to memorize the material, and that the exams are difficult, but the labs are fun.

### **AS.080.302.01**

#### **Applied Neuroscience & Neurotechnology**

**Robert Yaffe**

Overall quality of the course: 4.33

#### **Summary:**

The best aspects of this course included exposure to current developments in neuroscience, the thought-provoking class discussions, and the trip to the medical campus to learn about TMS. Some students felt there were too many videos and that only a few students actively engaged in class discussions. One suggestion was to focus on a more limited number of technologies and learn about them in greater detail. Another suggestion was to have a class devoted to "think tanking" new neuro-nanotechnology solutions. Prospective students should know that the class consists mostly of persons likewise interested in neuroscience and neurotechnology.

### **AS.080.303.01**

#### **Structure of the Nervous System**

**Stewart Hendry**

Overall quality of the course: 4.44

#### **Summary:**

One of the best aspects of this course included the comprehensive, cohesive exposure to difficult, previously "skimmed over" material. Another great aspect included the instructor's dynamic lecturing format. Some students felt the textbook for the final third of the semester was useless and outdated. One suggestion was to present the visual information (slides) in a more intuitive fashion. Another suggestion was to post practice questions/practice exams on Blackboard. Prospective students should expect to do a good deal of memorization, and explore an expansion of the nervous system on a structural level.

### **AS.080.306.01**

#### **The Nervous System II**

**Stewart Hendry, Haiqing Zhao**

Overall quality of the course: 4.79

## NEUROSCIENCE

### Summary:

The best aspects of this course included the plethora of different study tools offered to the students, the straightforward manner in which the information was presented, the well-organized slides, and the many opportunities to get outside help. Students also appreciated the diverse and enthusiastic teaching styles from both lecturers. Some students felt there was too much memorization involved, and that the workload was too excessive and dense. Suggestions included podcasting the lectures, condensing the material covered on the final exam, and devoting some class time to pre-exam reviews. Prospective students should attend lectures, keep up with the required reading, listen to the instructors' advice, study the details repeatedly, and take advantage of the availability of the instructors and teaching assistants.

### **AS.080.320.01**

#### **The Auditory System**

**Dana Boatman**

Overall quality of the course: 4.35

### Summary:

The best aspects of this course included the hands-on applications that were provided, that the subject was relevant to research, medical school, and clinical practice, and that the case presentations were applicable and thought-provoking. Also, students appreciated the guest lecturers who came to speak. Some students felt that the content was too elementary and reminiscent of Nervous System I. Suggestions included requiring a written portion of the clinical case presentations to make sure that students prepare and allowing them access to slides for the next class. Prospective students should know that though the workload was considerably light. Also, the first academic year that the course was offered was 2012-2013, therefore, the structure will likely change soon.

### **AS.080.322.01**

#### **Cellular and Molecular Biology of Sensation**

**Samer Hattar**

Overall quality of the course: 3.94

### Summary:

The best aspect of this course was having various guest lectures on different topics from week to week. The worst aspects of the course included getting little feedback on assignments and not really knowing where you stand in the class. Students thought that the course lacked organization. Grading and returning assignments in a timely manner would improve the class. Prospective students should know that the course covers very interesting material, but keeping track of your grade can be difficult.

### **AS.080.330.01**

#### **Brain Injury & Recovery**

**Linda Gorman**

Overall quality of the course: 4.48

### Summary:



## NEUROSCIENCE

The best aspects of this course included the small class discussions, learning how to read and comprehend information presented in scientific articles/papers, the student presentations, and the instructor's thought-provoking lectures. Students also appreciated that having scientific reflections and summary papers helped them synthesize and consolidate all the information. A few students felt that some of the requirements for assignments were unclear, that the work wasn't evenly distributed throughout the semester, and that the feedback was inconsistent. Suggestions included clarifying the expectations on homework, utilizing more technology in the classroom and offering set topics for research papers. Prospective students should be prepared to dedicate a good chunk of time to reading papers and writing scientific reflections.

### **AS.080.352.01**

#### **Higher Brain Function**

**Stewart Hendry**

Overall quality of the course: 4.44

#### Summary:

The best aspects of this course included the variety of guest lecturers, the diverse topics presented by the different speakers, and the instructor's willingness to clarify difficult concepts. Some students felt that the paper selections were not always relevant. Some students felt that certain guest lecturers were not engaging and were disorganized with their material. Suggestions included incorporating a review section into the class and reducing the time length of student presentations. Prospective students should know that the course is heavily research-based, reading and writing-intensive, and that they are expected to complete a project with fellow pupils.

### **AS.080.370.01**

#### **The Cerebellum: Is it just for motor control?**

**John Desmond**

Overall quality of the course: 4.36

#### Summary:

The best aspects of this course included the weekly readings that were relevant to the lecture material, the engaging guest lecturers, and the laid-back classroom atmosphere. One student felt that the amount of material covered on the first exam was overwhelming. Other students felt that the material was sometimes dry and repetitive. Suggestions included lowering the grade percentage based on classroom participation, administering more exams to spread out the material, and engaging the students more in discussions. Prospective students should be prepared to regularly participate and should know that the course is reading-intensive.

### **AS.080.401.01-03**

#### **Research Practicum: KEEN (Kids Enjoying Exercise Now)**

**Linda Gorman**

Overall quality of the course: 4.71

#### Summary:

## NEUROSCIENCE

The best aspects of this course included the hands-on experience and the mission of the class itself. Some students felt that the drive on Sunday to Rockville was a little tedious and time-consuming. One suggestion was to require students to write reflection papers on their experiences. Another suggestion was to ask the people working at the facility to provide a list of potential activities and tips for non-verbal kids. Prospective students should be prepared to work with children who are developmentally-disabled, and must be aware that the nature of the work can sometimes be challenging.

### **AS.080.411.01**

#### **Adv Sem: Neuroscience**

**Jay Baraban**

Overall quality of the course: 5.00

This class had 5 or fewer comments.

### **AS.080.850.01**

#### **Mentored Research: Neuroscience**

**Jay Baraban**

Overall quality of the course: 5.00

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.150.118.01-04**

**Introduction to Formal Logic**

**Peter Achinstein**

Overall quality of the course: 3.38

**Summary:**

The best aspects of this course included the intriguing subject material, homework assignments that were not time-consuming, and the lessons on formulating proofs. One student felt that the material should be made available online. A few students felt the price of the textbook was excessive, that there was not enough feedback given, and that the rules regarding what constitutes acceptable homework seemed arbitrary. Suggestions included clarifying the lectures/progression of the course material and utilizing a real textbook. Prospective students should know that it's a difficult 100-level class and that it's important to attend every lecture and pay close attention.

**AS.150.129.01**

**Introduction to Philosophical Reasoning**

**John Waterman**

Overall quality of the course: 4.55

**Summary:**

The best aspect of this course was the seminar structure. Students enjoyed the interactive class discussions that were driven by the interesting topics. The worst aspects of the course were that the course would seem to drag on and having so few assignments to base a grade upon. Some students suggested having more meetings per week. Prospective students should be comfortable with speaking, as the course is discussion driven. Overall, this is a very interesting introductory course.

**AS.150.202.01**

**Philosophy of Medicine**

**Bryan Miller**

Overall quality of the course: 4.50

## PHILOSOPHY

### Summary:

The best aspects of this course included the small in-class discussions, the reading schedule that the instructor sometimes altered to accommodate a particularly fascinating topic, and the exams that were designed to provide students with a better understanding of key concepts. Students also appreciated the instructor's enthusiasm for the subject material. Some students felt that the instructor's notes on the board were often illegible, that the instructor didn't clarify guidelines or expectations for assignments, and the required readings were, at times, excessive. One suggestion was to assign fewer readings per week in order to concentrate solely on one or two articles. Another suggestion was to provide the students with typed lecture notes. Prospective students should know that some debate is required in class, that participation in discussions is crucial, and that the course is reading-intensive.

### **AS.150.205.01; 04**

#### **Introduction to the History of Modern Philosophy**

**Michael Williams**

Overall quality of the course: 3.90

### Summary:

The best aspects of this course included the opportunity to learn about metaphysics and epistemology, the sections that aided students in understanding the material, and the course content that was delivered both coherently and chronologically. Students also appreciated the instructor's engaging and often humorous demeanor. Some students felt that the required amount of reading was excessive for an introductory course. Suggestions included providing students with a brief but comprehensive overview of the material and making a set of specific questions available before section. Prospective students should know that the material in this class is intriguing and thought-provoking, but that the workload is time-consuming and dense.

### **AS.150.220.01-02; 04-07**

#### **Introduction to Moral Philosophy**

**L Nandi Theunissen**

Overall quality of the course: 4.14

### Summary:

The best aspects of this course included the section meetings that allowed students to talk about the implications of the readings, the instructor's outlines of the material, and the fluid progression between philosophers introduced in class. Some students felt that the workload was excessive, that the grading criterion fluctuated unfairly between the various section leaders, and that the lectures were sometimes monotonous. One suggestion was allotting more time for in-class discussions. Another suggestion was to structure the sections in a manner conducive to student participation. Prospective students should know that this is a reading-intensive course.

### **AS.150.300.01**

#### **Prometheus Editorial Workshop**

Overall quality of the class: 4.13

## PHILOSOPHY

### Summary:

The best aspects of the course included the diverse philosophical papers students were assigned, as well as the overall learning experience. The worst aspects of the course were the philosophical papers that were not so well written and the lack of cohesiveness in class as many students didn't show interest in the course. The course would improve if the students got feedback on their work and if there was incentive to get students really engaged in their philosophical papers. Some think the course could benefit more if it were in the form of a workshop. Prospective students should take this course if they are interested in philosophy and want an exciting, yet challenging way to explore philosophical topics of today.

### **AS.150.311.01**

#### **Undergraduate Seminar: Philosophy of Ludwig Wittgenstein**

**Michael Williams**

Overall quality of the class: 4.46

### Summary:

The best aspects of this course were the readings and the interesting course material and lectures. The professor was an excellent lecturer who kept things funny and interesting. The worst aspects of the course were the hefty amounts of reading and the research paper which counted as 100% of the student's grade. The course would improve if there were more assignments throughout the semester. Prospective students should be sure to do all the readings and try their best to understand the underlying messages in each literary piece, as it will help them write the final and only paper.

### **AS.150.401.01**

#### **Greek Philosophy: Plato and His Predecessors**

**Richard Bett**

Overall quality of the class: 4.18

### Summary:

The best aspects of this course were the interesting readings and class discussions. The professor was very knowledgeable, engaging, and able to effectively deliver the content to students. The worst aspects of the course were the numerous readings assigned, and the discussions led by the professor and graduate students. The course would improve if there was more dialogue and discussion as opposed to lectures. Prospective students should be ready for interesting philosophy readings about people like Plato.

### **AS.150.424.01**

#### **Foundations of Probability & Induction**

**Peter Achinstein**

Overall quality of the class: 3.80

This class had 5 or fewer comments.

### **AS.150.474.01**

#### **Justice and Health**

## PHILOSOPHY

### Hilary Bok

Overall quality of the class: 3.44

#### Summary:

The best aspects of this course were the interesting topics presented in class, the engaging class discussions, and the humorous professor. The worst aspects of the course included the lengthy class periods, as well as the unstructured assignment guidelines and discussions. The professor was not very clear on the final paper guidelines and often dominated the class discussions. The course would improve if the discussions were better structured and if there were clearer instructions for the papers. Prospective students should be prepared to do lots of reading and writing in this class that is graded based on the philosophy papers.

### AS.150.476.01

#### Philosophy and Cognitive Science

#### Steven Gross

Overall quality of the class: 3.89

#### Summary:

The best aspects of the course were the subjects explored in class, the interesting readings, and the passionate professor. The professor was able to effectively guide the lectures, explain the readings, and garner interest in the subjects. The worst aspects of the course were the lengthy reading assignments and the overload of the final paper and exam. The course would improve if the readings were lessened and more focused. It would also help if the class was smaller and more discussion-based. Prospective students should be prepared to read and discuss the readings through one or two papers in this fairly interesting class.

### AS.150.488.01

#### Enlightenment Moral and Political Theory

#### Hilary Bok

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### AS.150.495.01

#### Sex, Drugs, and Bioethics: Medicine and Morality in Modern America

#### Daniel O'Connor

Overall quality of the class: 4.86

#### Summary:

The best aspects of the course were the group discussions as well as the interesting material and readings. The professor was very approachable and engaging. The worst aspects of the course were the hefty readings and the unclear paper guidelines. The course would improve if the class were perhaps, split into two sections per week, and if the readings were more focused. Prospective students should

## **PHILOSOPHY**

know the course covers topics like abortion and they should do the readings so they can be prepared to discuss them in class.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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:

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

**AS.171.101.01; 04-05**

**Gen Phys: Phys Sci Maj I**

**David Neufeld**

Overall quality of the course: 4.37

**Summary:**

The best aspects of this course included the sections that allowed students to work with peers, the instructor’s emphasis on learning the concepts, the instructor’s engaging lecturing style, and the opportunity to watch pre-lectures. Students also appreciated the instructor’s demonstrations that made the material relevant and cohesive with the lecture and textbook content. Some students felt the textbook wasn’t adequate enough. Students also felt the midterm exams were too challenging compared to the homework and in-class problems. Suggestions included replacing the textbook, providing students with more access to practice problems, and incorporating more explanations into the lecture slides, as opposed to simply displaying computational information. Prospective students should know that this course offers a lot of opportunities to practice the concepts, but it’s also extremely reading and formula-intensive.

**AS.171.101.02-03**

**Gen Phys: Phys Sci Maj I**

**Bruce Barnett, David Neufeld**

Overall quality of the course: 4.24

**Summary:**

The best aspects of this course included the instructor’s relevant demonstrations, the videos provided on Smart Physics that were both helpful and easy to understand, and the manner in which the instructor promoted class interaction by incorporating clicker questions. Some students felt that dually submitting homework and answers to questions on Smart Physics was excessive. One student felt that there was too much type disparity in the physics problems – numerical homework problems, practical in-class problems, and conceptual exam problems – and this made content application difficult. Suggestions included providing more explanations or derivations in class, exposing students to practice problems of all types (conceptual, practical, and quantitative) to improve comprehensive understanding of the



## PHYSICS AND ASTRONOMY

material, and omitting/limiting the amount of clicker questions. Prospective students should be thorough when viewing pre-lectures, attend all sections, and be prepared for intense reading and difficult exams.

### **AS.171.102.01-15**

#### **General Physics II**

**Collin Broholm**

Overall quality of the course: 3.83

#### **Summary:**

The best aspects of this course included its thorough synopsis of the concepts of electricity and magnetism, the in-class demonstrations, the pre-lecture introduction to new material, the practice tests, and the homework that allowed students unlimited opportunities to both understand and solve difficult problems. Students also appreciated the instructor's engaging, often humorous lecturing style. Some students felt that the homework and in-class lessons didn't always correlate appropriately. Students also felt that the time of day during which the class was offered was too early. Suggestions included using a different textbook, changing the test structure to use more concepts similar to the ones in the homework, and devoting more time in class to solving difficult problems. Prospective students should know there is both pre-lecture homework and regular homework. Also, prospective students should be comfortable with integrals, capable of keeping up with both the pre-lectures and the checkpoint problems, and aware that the class is time-consuming and reading-intensive.

### **AS.171.104.01-10**

#### **Gen Phys/Biol Majors II**

**Timothy Heckman**

Overall quality of the course: 3.27

#### **Summary:**

The best aspects of this course included the demonstrations that illustrated difficult concepts, the organized and progressive manner of the lectures, the exams and notes that were posted online, the resources available for learning outside of class, the conferences with the instructors, and the physics sections/exam review sessions. Some students felt that the assigned homework was inconsistent to the material on the exams and that the grading rubric for exams needed clarification. Also, students felt that the instructor lectured at too rapid a pace and designed the exams to be more conceptual as opposed to critical/practical. Suggestions included correlating the homework and the exams consistently, having homework due on days other than exam days, omitting mastering physics, assigning more workbook problems, as the material is more relevant, and requiring attendance. Prospective students should know that without the prior knowledge of Physics II, the course will be extremely difficult to understand. Also, much of the material both taught and tested is theoretical, and while the class lectures focus more on math and derivations, the tests are more conceptual.

### **AS.171.106.01-02**

#### **Electricity and Magnetism I**

**Petar Maksimovic**

Overall quality of the course: 4.77

## PHYSICS AND ASTRONOMY

### Summary:

The best aspects of this course included the timely feedback provided to students, the instructor's ability to thoroughly explain the concepts, and the class format that was both non-traditional and conducive to participation. Students also appreciated the instructor's enthusiasm and his particular interest in developing students' problem-solving skills. Some students felt that the workload was excessive outside of class. Suggestions included making the homework easier and occasionally lecturing the class in a more traditional manner. Prospective students should have a solid understanding of calculus.

### **AS.171.118.01**

#### **Stars and the Universe: Cosmic Evolution**

**Adam Riess**

Overall quality of the course: 4.38

### Summary:

The best aspect of this course was the fact that it was taught by a Nobel Prize winner. The telescopes provided were great, the review sessions helped students understand difficult concepts with detailed demonstration, and the use of an anthology of primary literature and astronomy textbook helped students compare visual representations. Students also appreciated having the opportunity to hold the Nobel Prize. Some students felt there was great disparity between the questions on the problem sets and the questions on the test. Suggestions included clarifying what's expected on the homework, incorporating more math, and providing students access to an online audio recording of the lecture (because the instructor often spoke at a rapid pace.) Prospective students should have prior knowledge of math and physics.

### **AS.171.202.01**

#### **Modern Physics**

**Nina Markovic**

Overall quality of the course: 4.32

### Summary:

The best aspects of the course included the exposure to various types of physics and the class's relevant and thorough introduction to quantum mechanics. Students also appreciated the instructor's enthusiasm for the material. Some students felt that the amount of material covered between the midterm and the final exam was too expansive. Suggestions included devoting a small amount of time to reviewing chemistry and structuring the blackboard notes so that students can effectively read them. Prospective students should read the text to supplement the lectures.

### **AS.171.204.01**

#### **Classical Mechanics II**

**Barry Blumenfeld**

Overall quality of the course: 4.43

### Summary:

## PHYSICS AND ASTRONOMY

The best aspect of this course was the relevancy between the text and the lectures. The instructor had an engaging lecturing style and the course material was intriguing. Several students felt that the homework was not returned in a timely manner. Another student felt that the grading scale placed too large of an emphasis on exams as opposed to homework. Suggestions included creating a class website, incorporating in-class demonstrations, and scheduling the class to start later in the day, not at 9 a.m. Prospective students should be prepared to thoroughly read the texts, attend all the lectures, and to devote a good deal of time to studying for this class.

### **AS.171.304.01**

#### **Quantum Mechanics II**

**Susan Kovesi-Domokos**

Overall quality of the course: 3.75

#### **Summary:**

The best aspects of this course included the challenging material, the relevant textbook, and the instructor's enthusiasm for the subject matter. Some students felt that it was difficult to decipher the instructor's writing on the blackboard. Students also felt the material was mathematically dense and since the instructor's lecturing style was mostly reciting the text while writing the equations on the board, issues surfaced wherein the students understood the physics but didn't understand the math, or vice versa. Suggestions included incorporating more physics into the lectures and providing more examples during section rather than additional material. Prospective students should know that this course is very math and reading-intensive.

### **AS.171.310.01**

#### **Biological Physics**

**Robert Leheny**

Overall quality of the course: 4.47

#### **Summary:**

The best aspect of this course was that it drew from several fields of physics. Also, the lectures were available online for personal study, and the assigned homework problems were relevant to the class material. Students also appreciated the instructor's willingness to help. Some students felt that the material weighed too heavy on one aspect and not enough on the other – either too much biology and not enough physics, or vice versa. Suggestions included removing the lab component in favor of more TA sessions and making additional practice problems with solutions available. Prospective students should know the course builds on itself, so it's important to keep up with the material, and the lectures are extremely informative, so it's pertinent to always attend class.

### **AS.171.411.01**

#### **Light and Optics**

**Brice Menard**

Overall quality of the course: 4.89

#### **Summary:**

## PHYSICS AND ASTRONOMY

The best aspects of the course included the thought-provoking lectures, seminar-style format that was conducive to class discussions, and the fact that content emphasized conceptually understanding the “everyday world.” Students also appreciated the instructor’s ability to keep the class engaged. Some students felt that the grading rubric needed clarification. One suggestion included providing optional readings or course notes to supplement the lectures. Prospective students should know the class is less focused on tests, more on quizzes, and that pupils are expected to complete projects for their midterm grade.

### **AS.171.602.01**

#### **Order of Magnitude Physics**

**Julian Krolík**

Overall quality of the course: 2.29

#### **Summary:**

The best aspects of this course included the applicable material and its intriguing nature. Many students, when they were struggling to understand something, were apprehensive to approach the instructor. Also, students felt the instructor gave out problem sets that were excessively difficult and time-consuming. Suggestions included reworking the material so that the students can actively learn from it and restructuring the lectures so that the students can better comprehend the concepts. Prospective students should know this is a very time-consuming, work-intensive course.

### **AS.173.111.01-04**

#### **General Physics Lab I**

**Morris Swartz**

Overall quality of the course: 3.29

#### **Summary:**

The best aspects of this course included the hands-on experience and opportunities to apply physics to “real-life” experiments. The instructor did not assign take home work and students got the chance to shoot marbles from cannons. Some students felt they were not provided enough feedback on their labs. Also, students felt some of the labs had some fundamental flaws that rendered their results unreadable and/or inaccurate. Suggestions included correlating the labs better to the material being taught in class, providing better experiment instructions, and procuring better equipment. Prospective students should be prepared for difficult error analysis and challenging work within the classroom.

### **AS.173.112.01-23**

#### **General Physics Lab II**

**Morris Swartz**

Overall quality of the course: 3.36

#### **Summary:**

The best aspects of this course included the opportunity available for students to experience many conceptual characteristics of physics and the relevant lab experiments. There was no required work outside of the lab, there was little emphasis on unnecessary math calculations, and the instructor and TAs were all enthusiastic and helpful. The worst aspects of the course included the confusing labs

## PHYSICS AND ASTRONOMY

performed before the subject was reviewed in class, slow lab performance feedback, inoperative equipment, unclear lab manuals, and excessive focus on error analysis. Suggestions included providing more guidance in the laboratory, creating a comprehensible grading rubric, giving students clear instructions on how to set up labs, less emphasis on error analysis, making class sizes smaller, and clarifying expectations for the students regarding what's expected of their results. Prospective students are encouraged to do the pre-lab reading and keep up with the lecture materials and know that time is limited so it's of utmost importance not to waste it while in the lab.

### **AS.173.116.01**

#### **Electricity and Magnetism Laboratory**

**Morris Swartz**

Overall quality of the course: 3.62

#### **Summary:**

The best aspects of this course included the opportunity to apply concepts hands-on, the work was completed while in lab, and the results often rendered useful formula derivations. Some students felt the labs were pedantic and tedious. One suggestion was creating experiments that are more useful -- in particular, ones that consisted of statistical exercises beyond plugging values into a formula. Another suggestion was to incorporate pre-lab assignments. Prospective students should know MS Excel and be prepared for time-consuming experiments.

### **AS.173.308.01-02**

#### **Advanced Physics Lab**

**Tobias Marriage**

Overall quality of the course: 3.50

#### **Summary:**

The best aspects of this course included learning the different facets of physical theory from the various experiments, gaining familiarity with Python and LaTeX, recreating historical experiments, and receiving useful, relevant feedback from the instructor. Some students felt that the labs were poorly designed, that the instructor unfairly presumed they all knew statistics and particular computer programs, and that the grading was often inconsistent. One suggestion included providing details and examples on how to use Python to analyze data. Another suggestion included implementing a consistent grading system between the instructor and the TAs. Prospective students are encouraged to learn Python and LaTeX before taking the course and to keep up with the material as it's extremely work-intensive, both in and out of the lab.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.190.102.01-08  
Intro to Comp Politics  
Nicolas Jabko**

Overall quality of the course: 3.37

**Summary:**

The best aspects of this course included the interesting lectures, class structure, clear expectations for exams, and the instructor both allowed and encouraged students to be creative with their own ideas regarding politics. Also, students enjoyed the opportunity to learn how to generate comparative essays. Some students felt the readings were difficult, that the lecture content was only tangentially related to what students were being tested on, that there was a lack of feedback from the instructor, and the amount of required reading was excessive. One suggestion was that the instructor should incorporate different countries in discussion besides America and European countries. Other suggestions included having simpler, shorter, more interesting readings; making the final exam worth less of one's grade; requiring both a rough and final draft for the essay assignment; and putting more stress on the importance of class participation. Prospective students should know this is a rigorously reading-intensive course.

**AS.190.210.01-02  
The American Congress  
Daniel Schlozman**

Overall quality of the course: 3.47

**Summary:**

The best aspects of this course included the sections that were helpful and informative; the frequent exams allowed students the opportunity to improve grades, and the instructor's enthusiasm for the subject helped with student morale. One student felt the instructor's lectures were difficult to understand and that he drowned-out the insightful comments he tried to make with complicated tangents. Students also felt their essays were graded excessively hard. Suggestions included fewer readings, more discussions, spacing out the assignments, more direction on essay prompts, and a

## **POLITICAL SCIENCE**

clearer, more explicit presentation of lecture material. Prospective students should brush up on their American politics before walking into this course and be prepared to do a lot of reading and writing.

### **AS.190.226.01**

#### **Global Governance**

**Bentley Allan**

Overall quality of the course: 4.64

#### **Summary:**

The best aspects of this course included the instructor's dynamic lecturing style, the intriguing material, and the objective way diverse/conflicting theoretical perspectives were introduced to the class. One student felt that, at times, the discussions were unfocused and unstructured. Another student felt the weight of participation was heavier than most classes. Suggestions included providing students with a short summary of what was discussed and covered in class; also, more clarification in regards to the instructor's grading rubric and more feedback on the daily reflections. Prospective students should know that participation, a midterm, a final exam, and a short paper constitutes one's grade in this class.

### **AS.190.265.01-03**

#### **Comparative Political Behavior**

**Richard Katz**

Overall quality of the course: 2.85

#### **Summary:**

The best aspects of this course included the midterm grading curve and the stimulating material. One student felt the material introduced in class was extremely Eurocentric. Other students felt the instructor tested students on arbitrary bits of information and that, overall, the amount of reading required was excessive. Suggestions included diversifying the course content, increasing the number of possible grades, and providing students with practice exams. Prospective students should know that this course is extremely reading-intensive.

### **AS.190.280.01-04**

#### **Political Persuasion (Classics of Political Thought I)**

**Jane Bennett**

Overall quality of the course: 4.06

#### **Summary:**

The best aspects of this course included the engaging, informative lectures; the interesting, thought-provoking choice of material, and the helpful section sessions. A few students felt the grading on the exams was excessively stringent, and that the rubric was not made clear. Students also mentioned that, on occasion, class would unexpectedly start five minutes early, resulting in a few students missing out on important concepts and notes. Suggestions included more focus on classics such as Plato's Republic; also, allowing students to complete the assessments at home and putting more weight on student participation. Prospective students should know that political theory is much different than standard political science and is very reading-intensive.

## **POLITICAL SCIENCE**

### **AS.190.301.02**

#### **Global Political Economy**

**Renee Marlin-Bennett**

Overall quality of the course: 3.71

#### **Summary:**

The best aspects of this course included learning the practical applicability of the material, the variety of topics covered, and the instructor's willingness to provide extra feedback to students. One student felt that the lectures were often unfocused. Another student felt that the assigned texts were confusing and poorly-worded. Suggestions included streamlining the final paper writing process and to provide clear and concise expectations for the research paper. Prospective students should know that this course assumes some background in economics and political science, while also being reading and writing-intensive.

### **AS.190.323.01**

#### **Introduction to International Law**

**Siba Grovogui**

Overall quality of the course: 4.08

This class had 5 or fewer comments.

### **AS.190.329.01**

#### **Nat Security-Nuclear Age**

**Steven David**

Overall quality of the course: 5.00

#### **Summary:**

The best aspects of this course included the intriguing class discussions, the instructor's thorough explanations regarding national security and nuclear threats, and the engaging manner with which the instructor lectured. One student felt that, at times, the required readings weren't relevant to the class lectures. Another student felt that he/she would have benefitted from more in-class discussions. Suggestions included incorporating review sessions in the future and encouraging more discourse between students. Prospective students should know that attending all lectures is crucial in regards to receiving a good grade, and that participation is pertinent to one's success.

### **AS.190.330.01**

#### **Japanese Politics**

**Erin Chung**

Overall quality of the course: 4.70

#### **Summary:**

The best aspects of this course included the research projects, the instructor's knowledge and enthusiasm for the subject, and the well-organized lectures. Some students felt the amount of required reading was excessive. One suggestion included decreasing the amount of required readings. Another



## **POLITICAL SCIENCE**

suggestion was to incorporate a session devoted to the discussion of Japanese culture and its impact on Japanese politics. Prospective students should know that this is a reading-intensive course.

### **AS.190.354.01**

#### **Politics of Health Policy**

**Phillip Longman**

Overall quality of the course: 4.13

#### **Summary:**

The best aspect of this course was the practical, real-life analysis of the health care system presented, not just an academic overview. Also, students appreciated the instructor's expansive and well-presented knowledge of the course content. Some students felt as though the instructor didn't refer to the readings enough during lectures and often didn't give students feedback on their progress/class assignments. Suggestions included presenting the material with less of a subjective framework and providing students with more guidance on the policy brief. Prospective students should know this is both a reading and writing-intensive course.

### **AS.190.368.01**

#### **Pluralism**

**Samuel Chambers**

Overall quality of the course: 4.33

This class had 5 or fewer comments.

### **AS.190.395.01**

#### **Crime and Society**

**Benjamin Ginsberg**

Overall quality of the course: 4.13

#### **Summary:**

The best aspects of this course included the intriguing material covered, the instructor's enthusiasm for the course content, and the straightforward syllabus. Some students felt that their peers were not pressed to participate enough. One student suggested making class participation mandatory. Another student suggested implementing time limitations on student presentations. Prospective students should know their course grade is based off of one presentation and one paper.

### **AS.190.396.01**

#### **Capitalism and Ecology**

**William Connolly**

Overall quality of the course: 4.75

#### **Summary:**

The best aspects of this course included the opportunity to read varied materials on the subject; the instructor was also articulate and he facilitated class discussions with an engaging demeanor. Some

## **POLITICAL SCIENCE**

students felt that they didn't receive enough critical feedback on their work. One suggestion included clarifying the expected format on the papers. Another student suggested changing the layout of the class presentations rather than having students read verbatim from their papers. Prospective students should know that previous coursework in political theory required; also, the reading is complex and dense for this course.

### **AS.190.406.01**

#### **The Executive Branch**

**Benjamin Ginsberg**

Overall quality of the course: 4.27

#### **Summary:**

The best aspects of this course included the vast array of relevant topics covered, the instructor's knowledge of and enthusiasm for the content, and the relevant readings that were assigned. One student felt that many of his/her peers didn't do the required work and were not penalized for it. Another student felt that he/she didn't receive proper feedback from the instructor on assignments. Suggestions included clarifying expectations on projects and the grading policy; providing students with more opportunities to raise their grade. Prospective students should know that though the coursework is, overall, considerably light, their grades are reliant upon one paper and one presentation.

### **AS.190.413.01; 03-04; 09-10**

#### **Global Security Politics**

**Daniel Deudney**

Overall quality of the course: 4.59

#### **Summary:**

The best aspects of this course included the reading selections, the instructor's expertise on the course content and his engaging lectures. One student felt the instructor was often disorganized. Another student complained that the instructor went over class time five-to-ten minutes every week and this was troublesome for students with consecutive courses. A common suggestion was to condense and organize the lectures. Prospective students should know that as long as one does all the required readings and takes good notes, he/she should do well in the course.

### **AS.190.424.01**

#### **Policy Disasters**

**Steven Teles**

Overall quality of the course: 4.48

#### **Summary:**

The best aspects of this course included the engaging lectures, the instructor's knowledge of the course content, and his presentation of the material. Some students found the workload and the rapidity at which the instructor delivered the material excessive and difficult to manage; that alongside the readings, it was very difficult to complete and turn in the required papers while, also, keeping up with the pace. One suggestion was for the instructor to clarify the material covered on the final before it's administered so that students can adequately review. Another suggestion included lightening the

## POLITICAL SCIENCE

intensity of the workload. Prospective students should know that this course is both reading and writing-intensive.

### **AS.190.479.01**

#### **Imag(in)ing Cities**

**Lester Spence**

Overall quality of the course: 4.18

#### Summary:

The best aspects of this course included the unique, theoretical approach to the cities, the incorporation of both academic texts and mainstream films, and the thought-provoking in-class discussions. One student felt that the instructor didn't provide him/her with enough feedback. Another student felt that the requirements for the assignments were often vague and difficult to understand. Suggestions included integrating seminar-style seating at the beginning of the semester and to spread out the assignments through the semester. Prospective students are encouraged to stay in communication with the instructor regarding assignments throughout the semester; also, it's a writing-intensive course.

### **AS.190.499.01**

#### **Senior Thesis: Ir/Pol Sci**

Overall quality of the course: 4.78

#### Summary:

The best aspects of this course included the experience students obtained in performing research and writing; the instructor, who was both supportive of and helpful to the students; and the opportunity for students to write on a relevant subject of his/her choice. One student felt that he/she was "in the dark" about certain things, particularly the guidelines regarding Hopkins honor theses. Another student felt that the class was a huge time commitment. Suggestions included providing an easy-to-access document that has accurate and up-to-date information about writing a thesis for political science; also, incorporating presentation opportunities and meetings with fellow students. Prospective students should know that this is their research project and it's expected to be completed independently; that it's crucial to have a research idea/topic in mind and to be prepared to commit a large amount of time to studying it.

### **AS.191.304.01**

#### **US-Cuba Decision Making**

**Wayne Smith**

Overall quality of the class: 3.94

#### Summary:

The best aspects of the course included the interesting course material and the professor, whose lectures were engaging and thought-provoking. The worst aspects of the course included the lengthy class periods, the hefty reading assignments that often didn't tie well into the subject, and the lack of graded assignments throughout the semester. The professor occasionally went off topic and also had difficulty hearing students. The course would improve if the students had more assignments during the course of the semester as opposed to one single assignment. Prospective students should expect to

## **POLITICAL SCIENCE**

learn lots of interesting history regarding US-Cuba relations and should also be aware that their grades are based on one final.

### **AS.191.307.01**

#### **Ecologies of the Good Life: Politics for a More than Human World**

**Anatoli Ignatov**

Overall quality of the class: 4.75

#### **Summary:**

The best aspects of the course were the insightful lectures, delightful reading assignments, and the well thought out mixture of materials presented to teach students the subject. The use of films, books, and other media sources made the course very enjoyable for students. The worst aspects of the course were the occasionally dense readings and extensive lectures. The course would improve if there was more discussion as opposed to lectures. Prospective students should expect a great class with an amazing professor that they'll enjoy tremendously as long as they participate in the discussions.

### **AS.191.313.01**

#### **The Worlds of Globalization**

**Isaac Kamola**

Overall quality of the class: 3.90

#### **Summary:**

The best aspects of the course included the open class discussions and the dynamic professor whose personality brought some life to the class. The worst aspects of the course were the vague and confusing essay assignment topics, as well as the professor's apparent bias while discussing some subjects. The class period was long, some of the readings were unapproachable, and the professor often dominated many of the discussions. The course would improve if there was more class participation and a better structuring of the assignments. Prospective students should be prepared to participate and do lots of weekly reading assignments in this class.

### **AS.191.326.01**

#### **Sex, Gender and War**

**Lauren Wilcox**

Overall quality of the class: 4.21

#### **Summary:**

The best aspects of this course included the fascinating course material, relevant readings, and the enthusiastic professor. There were a lot of interesting topics discussed in class and students were enlightened about certain aspects of international relations that they were not aware of. The worst aspects of the course were the dull discussions due to lack of participation from students, as well as the repetitive readings and lectures. The course would improve if there were more group discussions, less repetitive lectures, and more balanced readings. Prospective students should expect to do lots of reading in this fulfilling course on international relations that focuses on Sex, Gender and War.

### **AS.191.332.01**

## **POLITICAL SCIENCE**

### **Civilians in the Path of War Max Abrahms**

Overall quality of the class: 4.48

#### **Summary:**

The best aspects of this course included the open class discussions, helpful professor, and compelling material. The worst aspects of the course were the heavy reading assignments and lack of feedback. Students didn't know how they were doing in the class and hardly received feedback from the professor. The course would improve if there was less reading and if the students had feedback on their grades. Prospective students should be sure to do the readings so that they will not fall behind, and will be able to participate in the discussions.

### **AS.191.347.01 U.S.-Chinese Relations Pak Yue Leon**

Overall quality of the class: 3.96

#### **Summary:**

The best aspects of the course included the interesting reading materials, informative group presentations, and intelligent professor. The worst aspects of the course included the dull lectures and occasionally hard to follow content. Students felt like the class went at a slow pace and noted that much of the material was uninspiring. The course would improve if it were more focused on the theories and contemporary issues at hand, with more lecturing and less of student participation. Prospective students should expect to learn some relevant and interesting material in this light-weight political science course.

### **AS.191.348.01 Domestic Politics of Contemporary China Pak Yue Leon**

Overall quality of the class: 4.82

This class had 5 or fewer comments.

### **AS.191.367.01 US Environmental Policy Jake Greear**

Overall quality of the class: 4.30

#### **Summary:**

The best aspects of the course were the interesting subjects discussed, and the helpful professor. The professor provided helpful feedback on student assignments and was really invested in all the students. The worst aspects of the course included the incessant weekly blog posts, heavy readings, and occasionally off-balanced discussions. The course would improve if the class were perhaps smaller to

## **POLITICAL SCIENCE**

facilitate better discussions. Prospective students should be prepared to do lots of weekly writing, reading, and discussing, in this fairly light course.

### **AS.191.392.01**

#### **Ancient and Medieval Political Philosophy**

**Stuart Gray**

Overall quality of the class: 4.91

#### **Summary:**

The best aspects of the course included the well-presented information, insightful discussions, and the interesting readings. The professor was really passionate about the subject and was able to engage the students effectively in the course content. The worst aspects of the course included the heavy and seemingly repetitive readings. The course would improve if the reading assignments were lighter and if there was an equal amount of time spent on teaching all the subjects. Prospective students should expect to participate in lots of class discussions in this relatively interesting course.

### **AS.191.395.01**

#### **Law and Religion**

**Jesse Merriam**

Overall quality of the class: 4.72

#### **Summary:**

The best aspects of the course were the interesting dynamics of the subject itself. Students enjoyed learning about U.S constitutional law and other legal concepts through a very engaging and clear professor. The worst aspects of the course included the heavy and occasionally dense readings, as well as the expensive textbook assigned to the class. The course would improve if the grading system were changed to not heavily weigh the final as 50% of the grade. Prospective students should enjoy this course as long as they stay on top of the readings and engage themselves in all class sessions.

### **AS.191.396.01**

#### **Politics of South Asia**

**Soundarya Chidambaram**

Overall quality of the class: 4.40

#### **Summary:**

The best aspects of the course were the professor, the interesting material, and engaging discussions. The worst aspects of the course were the hefty reading assignments and occasional lack of organization. Students would have liked to have more discussions as the professor tended to do a lot more lecturing at times. The course would also improve if students had shorter readings and longer paper assignments to be able to go more in-depth into the subjects. Prospective students should expect to do a substantial amount of weekly reading and response writing. They should also have some previous knowledge of South Asia before taking the course so that they will not struggle.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.661.110.02**

**Professional Communication for Science, Business and Industry**

**Nora Frenkiel**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included the small and relaxing class atmosphere, and the passionate professor who was very experienced in the field. The worst aspects of the course included the vague reading assignments and unclear class guidelines. Students also felt like class time wasn’t always used effectively. The course would improve if the class was more structured with better guidelines. Prospective students should expect to do a substantial amount of writing and group work in this relatively fun course.

**EN.661.110.03**

**Professional Communication for Science, Business and Industry**

**Charlotte O'Donnell**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the small class size and the feedback students always received on their work. The worst aspect of the course was the heavy focus on sentence diagramming. Students also felt like there was a lot of work for this course and that the expectations were somewhat high. The course would improve if there were less sentence diagramming exercises and more interactive exercises. Prospective students should know that the course is writing intensive, but will help them with some skills that are transferable to the work force.

**EN.661.110.04**

**Professional Communication for Science, Business and Industry**

**Christopher Thacker**

Overall quality of the class: 2.14

## PROFESSIONAL COMMUNICATION

### Summary:

The best aspects of the course included the professor's overall enthusiasm for the class and the healthy feedback he always provided to students. The worst aspects of the course included the professor's lack of structure, as well as the unclear assignment guidelines. The students felt that the course focused too much on business and financial analysis, and not enough on professional communication itself. The course would improve if there was variety in the assignments and a better class structure with clearly defined assignment rubrics. Prospective students should know that this course is more geared towards financial and business writing than professional communications, but it involves a significant amount of work.

### **EN.661.110.05**

#### **Professional Communication for Science, Business and Industry**

**Caroline Wilkins**

Overall quality of the class: 4.00

### Summary:

The best aspects of the course included the writing workshops, useful peer feedback, and laid back class setting where lots of discussions were facilitated. Many of the students felt that their writing skills really improved by taking this course. The worst aspects of the course included the late feedback students received on assignments and the overload of assignments all around the same time. Many students also expressed dissatisfaction with the fact that there was little to no business writing even though that was supposed to be a major part of the course. The course would improve if there was more focus on the business and professional communication aspects. Prospective students should be prepared for lots of writing in this effective professional communications course.

### **EN.661.110.06**

#### **Professional Communication for Science, Business and Industry**

**Keith Quesenberry**

Overall quality of the class: 3.94

### Summary:

The best aspects of the course were the passionate professor, interesting weekly assignments, and effective communication lessons. The worst aspects of the course included the dull lectures and the ambiguous grading system. The students felt like the lectures lacked content and were just summaries of the readings that students were assigned. The course would improve if there were more group assignments and interactive class sessions. It would also improve if the presentation and lectures notes were posted online. Prospective students should know that the course is writing intensive and will help them improve on skills such as resume writing.

### **EN.661.110.07-08**

#### **Professional Communication for Science, Business and Industry**

**Benjamin Parris**

Overall quality of the class: 3.39



## PROFESSIONAL COMMUNICATION

### Summary:

The best aspects of the course were the fun projects and the useful lessons on professional communications and resume writing. The professor taught the class effectively and provided lots of helpful feedback to students. The worst aspects of the course included the lengthy class time and the harsh grading structure. The professor was strict and somewhat unapproachable to students. The course would improve if the assignments were more creative and if there was more time to go over the projects in class with the professor. Prospective students should spend lots of time with their assignments because the class is writing intensive.

### **EN.661.111.01**

#### **Professional Communication for ESL Students**

**Laura Davis**

Overall quality of the class: 4.63

This class had 5 or fewer comments.

### **EN.661.150.01-02**

#### **Oral Presentations**

**Kevin Dungey**

Overall quality of the class: 4.33

### Summary:

The best aspect of the course was the engaging and enthusiastic professor. The class was interactive and students learned invaluable skills through the lessons and the helpful feedback that was provided. The worst aspects of the course included the lengthy class time and the lack of timely feedback on assignments. The course would improve if students had more time to prepare for their presentations, and if the class was equipped with better recording equipment. Prospective students should be prepared to spend lots of time practicing in order to improve on their public speaking and presentation skills.

### **EN.661.150.03**

#### **Oral Presentations**

**Julie Reiser**

Overall quality of this course: 4.86

This class had 5 or fewer comments.

### **EN.661.150.04**

#### **Oral Presentations**

**Jason Heiserman**

Overall quality of the class: 4.69

### Summary:

## PROFESSIONAL COMMUNICATION

The best aspects of this course included the peer evaluations and the informative feedback students received on their oral presentation skills. The worst aspects of the course included the class length and the insufficient amount of time available for actual lectures. The course would improve if students had lessons on how to create PowerPoint slides. It would also be helpful if students were updated on their grades from time to time. Prospective students should know that the course will help them become better public speakers.

### **EN.661.150.05**

#### **Oral Presentations**

**Pamela Sheff**

Overall quality of the class: 5.00

#### **Summary:**

The best aspects of the course included the helpful communication techniques, and the professor, whose helpful feedback taught students some invaluable presenting skills. The worst aspect of the course was the insufficient number of chances available to have the professor review presentations beforehand. Also, the presentations took lots of time to prepare and practice. The course would improve if there was more time available for feedback post-presentations. Prospective students should expect to see some tremendous improvement in their speaking skills throughout this course.

### **EN.661.150.06**

#### **Oral Presentations**

**Charlotte O'Donnell**

Overall quality of the class: 4.44

#### **Summary:**

The best aspects of the course included the small class size, weekly class presentations, and helpful feedback. The weekly presentations helped students to improve on their speaking skills. The worst aspects of the course included the lengthy class time and substantial amount of work that came with the class. The course would improve if there were more lessons and discussions about presentations from the professor. Prospective students should know that this course involves weekly presentations and to get a good grade, they should be prepared to spend lots of time practicing oral speaking.

### **EN.661.150.07-08**

#### **Oral Presentations**

**Andrew Kulanko**

Overall quality of the class: 4.76

#### **Summary:**

The best aspects of this course included the oral presentations on topics that students chose themselves, as well as the helpful feedback which helped students improve on their speaking skills. The students got to have a substantial amount of speaking practice in the class and many felt that it helped them overcome their fear of public speaking. The worst aspects of the course included the heavy workload and reading assignments. Students also felt that the quizzes were tricky and somewhat deceptive. The course would improve if the readings were lessened and spread throughout the

## PROFESSIONAL COMMUNICATION

semester. Prospective students should expect a fun and practical course in which they will be sure to improve their speaking skills.

### **EN.661.170.01**

#### **Visual Rhetoric**

**Charlotte O'Donnell**

Overall quality of the class: 3.67

#### Summary:

The best aspect of the course was the Adobe Creative Suite lessons. The student projects were interesting and the class really taught students some useful programs and valuable skills. The worst aspects of the course included the hefty assignments and workshop sessions that occasionally ran over time. The course would improve if the time allotted for critiques were reduced and equal for all students. Prospective students should expect a fun and interesting class where they will learn some skills that will be very useful in the future.

### **EN.661.315.02**

#### **The Culture of the Engineering Profession**

**Pamela Sheff**

Overall quality of the class: 3.97

#### Summary:

The best aspects of this course included the fun class discussions, presentations, and interesting reading assignments. The professor was very engaging and students really enjoyed the learning aspects of the course. The worst aspects of the course included the hefty writing assignments, the group project, and the influx of assignments given to students towards the end of the semester. The course would improve if it were a bit more structured and if students had more feedback and clarification on assignments. Prospective students should expect lots of writing and reading in this fairly challenging but interesting communications course.

### **EN.661.317.01**

#### **The Culture of the Medical Profession**

**Pamela Sheff**

Overall quality of the class: 4.77

#### Summary:

The best aspects of this course included the engaging class discussions, wide range of health care topics covered, and the array of guest speakers. The instructor did a great job of relaying the information and showed a genuine concern in helping the students learn the material. The worst aspects of the course included the heavy workload with lots of group projects, writing assignments, and coursework outside of class. The course would improve if there were more activities and lecture materials in class as opposed to just lengthy lectures and one-sided discussions. Prospective students should be prepared for an exciting class with lots of lessons on healthcare.

### **EN.661.454.01**

## PROFESSIONAL COMMUNICATION

### **Blogging, Editing and Copywriting** **Keith Quesenberry**

Overall quality of the class: 4.21

#### Summary:

The best aspects of the course included the wide range of topics covered, and the blog project. The students got to create and maintain a blog on the topic of their choice, making it a very fun experience for them. The worst aspects of the course included heavy reading, an arbitrary grading structure, and an influx of assignments. The course would improve if the blog posts were more interactive with feedback from students and professors. The course would also improve if the assignments were better explained and if the grading system was restructured. Prospective students should be prepared to stay on top of their blog posts so they won't get behind.

### **EN.661.610.01** **Research Writing for ESL** **Denise Link-Farajali**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

### **EN.661.613.01** **Professional Communication for ESL: Financial Math** **Denise Link-Farajali**

Overall quality of the class: 4.54

This class had 5 or fewer comments.

### **EN.661.687.01** **Advanced Communication Skills for Science and Engineering** **Julie Reiser**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

### **EN.661.710.01** **Dissertation Writing Workshop** **Julie Reiser**

Overall quality of the class: 4.57

#### Summary:

The best aspects of this course included the guest speakers, panel discussions, and useful lessons on dissertation writing. The course topic covered lots of issues that were particular to graduate students. The worst aspect of the course was the lack of attendance during periods of the semester. The course

## PROFESSIONAL COMMUNICATION

would improve if there were perhaps writing workshops and in-class exercises. Prospective students should know that the course covers not only dissertation writing, but other topics that all graduate students will find useful.

### **EN.661.712.01**

#### **Continuing Dissertation Writing Workshop**

**Julie Reiser**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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  
Intro to Psychology  
Peter Holland**

Overall quality of the course: 3.53

**Summary:**

The best aspects of this course included the wide range of intriguing material, the engaging manner with which the instructor lectured, the slides and videos shown as supplemental matter to the text, the pace at which the students were encouraged to learn, and the option to drop one’s lowest midterm score. Some students felt it was unfair or unduly difficult to allow only the exams to count toward their total grades; also, students felt the exams were designed to be almost too challenging to pass; students felt the instructors should implement a grading curve and that some of the required readings were unnecessary. One suggestion was to provide students with smaller, focused, and more frequently-administered tests so that students can secure a reasonable grade. Another suggestion included more rigorous review sessions for the tests. Prospective students are encouraged to attend class and study often as the tests can be difficult.

**AS.200.110.01  
Introduction to Cognitive Psychology  
Jonathan Flombaum**

Overall quality of the course: 4.41

**Summary:**

The best aspects of this course included the interesting material taken from contemporary research, the lecture recordings made available online, the approachability of the instructor and the instructor’s enthusiastic and informative presentation of the material. One student felt that the required readings were so dense that even with the weekly quizzes, it was easy to fall behind. Some students felt that the exams, particularly the wording of questions, were needlessly confusing. Suggestions included adding short essay questions into the tests and incorporating more interactivity with the students. Prospective student should be prepared for large reading assignments and should study early and often for the class exams.

## PSYCHOLOGICAL AND BRAIN SCIENCES

### **AS.200.133.01**

#### **Intro to Social Psychology**

**Stephen Drigotas**

Overall quality of the course: 4.00

#### **Summary:**

The best aspects of this course included the thorough presentation of the material, the instructor's energy and teaching style, and the lessons on psychological theories. Some students felt that the exams relied too much on memorization, the size of the class was too large, questions on the exams were sometimes vague, and that there was no grading scale or specified requirements for the essay assignment. One suggestion included implementing a clicker-based attendance policy. Other suggestions included employing practice problems, adding more class-discussions into the mix, making the slides available online, and wording the exams to make the questions less ambiguous. Prospective students should know that it's imperative to attend every lecture, study regularly and rigorously for the exams, and make use of the extra credit assignments available.

### **AS.200.141.01**

#### **Foundations of Brain, Behavior and Cognition**

**Linda Gorman**

Overall quality of the course: 4.52

#### **Summary:**

The best aspects of this course included the "open-note" exams, the instructor's enthusiasm for the material, the thought-provoking and motivating lectures, and the podcasts made available on Blackboard. Some students felt that the instructor rushed through the subjects too fast in order to cover everything. Students also felt the exams focused on different material than what was covered in class. Suggestions included providing more detailed PowerPoint slides, reducing the reliance upon notes during the course, posting grades on Blackboard, adding an optional weekly section, and a more comprehensive view of the course material. Prospective students should be prepared to take lots of lecture notes during class and though the exams are "open-note", rigorous studying is still suggested.

### **AS.200.161.01**

#### **Illusions, delusions, and other confusions**

**Howard Egeth**

Overall quality of the course: 3.88

#### **Summary:**

The best aspects of this course included the interesting topics explored, the engaging and interactive lectures, and the assigned text which was a relevant, intriguing read. One student felt the instructor had a difficult time relating to the students and motivating them to read the material assigned. Another student felt the lectures seemed to repeat themselves. Suggestions included incorporating more in-class discussions and providing students with a syllabus. Prospective students should know that the readings can be time-consuming and technical.

## PSYCHOLOGICAL AND BRAIN SCIENCES

### **AS.200.204.01-02**

#### **Human Sexuality**

**Chris Kraft**

Overall quality of the course: 4.24

#### **Summary:**

The best aspects of this course included the small class-size, the discussion-based format, the intriguing material, and the enthusiastic instructor. Some students felt that the instructor thematically covered material with too much generalization. Students also felt that the instructor could've provided more feedback. Suggestions included having the instructor monitor the TA's grading practices more rigorously and bringing some of the subject material into more focus. Prospective students should know this is a very popular class, so early registration is key. Also, they need to be prepared to write a lengthy paper during the course of the semester.

### **AS.200.208.01**

#### **Animal Behavior**

**Gregory Ball, Farrah Madison**

Overall quality of the course: 4.01

#### **Summary:**

The best aspects of this course included the reasonable exams, the interesting material, and the engaging lectures. Some students felt that the PowerPoint slides were confusing and/or disorganized. Students also felt the exams were too reliant on memorization. Suggestions included incorporating structured review sessions, and either integrating smaller, streamlined exams, or narrowing the wide array of material addressed in the large exams. Prospective students are encouraged to keep up or stay ahead of the assigned readings for this course.

### **AS.200.211.01**

#### **Sensation & Perception**

**Steven Yantis**

Overall quality of the course: 4.08

#### **Summary:**

The best aspects of this course included the three instructors who individually provided varied perspectives on the course material. Also, students enjoyed the subject matter and the in-depth lectures delivered in class. One student felt the lack of assignments kept him/her from maintaining due focus on the material. Another student felt the lectures disproportionately focused on vision and hearing. Suggestions included recording the lectures and incorporating homework into the semester. Prospective students are encouraged to read the textbook and to study hard and often for the exams.

### **AS.200.301.01**

#### **History of Psychology**

**Paul Hofer**



## PSYCHOLOGICAL AND BRAIN SCIENCES

Overall quality of the course: 3.37

### Summary:

The best aspects of this course included the group participation and the option for students to submit their own opinion. Students also appreciated the instructor's genuine enthusiasm for the subject matter, the final grade being based on weekly quizzes and participation, and the intriguing course content. Some students felt that the syllabus wasn't properly followed and this made things confusing. Other students felt the quizzes were designed to be intentionally tricky and were challenging. Prospective students should know that the reading for this course can, at times, be dense and that's it's important to contribute to the class discussions.

### **AS.200.304.01**

#### **Neuroscience of Decision Making**

**Veit Stuphorn**

Overall quality of the course: 4.20

### Summary:

The best aspects of this course included the weekly quizzes in lieu of exams; the interesting lecture matter; and the manner in which the instructor engaged the students in discussions. Some students felt uninformed on their progress throughout the semester. Some students also felt that class time was too unstructured. Suggestions included incorporating even more student-lead discussions and utilizing some kind of textbook. Prospective students should know that the material is challenging to understand at times, but difficult concepts are made much clearer with participation and attendance.

### **AS.200.306.01**

#### **Psychology in the Workplace**

**Heather Roberts Fox**

Overall quality of the course: 3.78

### Summary:

The best aspects of this course included the students' opportunity to choose jobs and explore them through the application process; the weekly assignments helped students keep up with the material; and the instructor's lecturing structure. One student felt that, toward the end of the semester, too many assignments were due at the same time. Another student felt that the instructor didn't motivate students to contribute to class discussions enough. Suggestions for improvement included applying more intellectual pressure onto the students and encouraging more student participation. Prospective students should know there are weekly assignments, a 10-page paper on a subject of your choice, and a group presentation.

### **AS.200.317.01**

#### **Interpersonal Relations**

**Stephen Drigotas**

Overall quality of the course: 4.26

### Summary:

## PSYCHOLOGICAL AND BRAIN SCIENCES

The best aspects of this course included the discussion section that was relaxed yet informative; the small group meetings on Wednesdays; and that the readings and lectures corresponded appropriately throughout the semester. Some students felt that the instructor wasn't open to student questions/commentary. Students also felt the participation grade percentage was unfair since they didn't always have the opportunity to contribute in discussions. Suggestions included devoting some class time on Mondays to group discussion and incorporating one more paper/activity into the semester. Prospective students should make sure to participate as much as possible in this course and to get a head start on the research paper.

### **AS.200.325.01**

#### **Law Psych: Clinical Application**

**Lawrence Raifman**

Overall quality of the course: 4.39

#### **Summary:**

The best aspects of this course included the instructor's presentation of the material in an engaging, motivating manner; the instructor's encouragement toward student participation; the interesting material covered; and the accessibility of the subject matter since prior knowledge of law is not a prerequisite for the course. Some students felt that not enough feedback on assignments was returned. One student felt that the instructor's sarcasm made participating in the class difficult. Suggestions included providing students with a guideline of what to study for the exams and to utilize PowerPoint slides during lectures. Prospective students should know that the participation is very important in this class and the instructor will call on students at random.

### **AS.200.328.01**

#### **Thry-Mthds/Clinical Psyc**

**David Edwin**

Overall quality of the course: 4.10

#### **Summary:**

The best aspects of this course included the assignments that were intriguing and thought-provoking; the instructor's genuine interest in helping the students; and the option that students could submit their drafts ahead of time. Some students felt the entire grade being based on three papers (one worth 50%) made it very difficult for students to improve their grade if they make a mistake on one of the assignments. One suggestion was to grant students access to the slides after each lecture. Another suggestion was to split the class time in half, making it twice a week. Prospective students are encouraged to hand in their rough drafts and to start their papers early in the semester.

### **AS.200.343.01**

#### **Motivation**

**Herbert Petri**

Overall quality of the course: 4.23

#### **Summary:**

## PSYCHOLOGICAL AND BRAIN SCIENCES

The best aspects of this course included the lectures that followed the textbook well; the material that was clearly presented; the small class size; and that the instructor was well-organized. Some students felt the lectures often were so long that they were difficult to attend. One suggestion was to encourage more interactivity between students. Another suggestion was to provide guidelines for the review paper due at the end of the semester. Prospective students should know it's a rewarding class as long as one puts in the required effort to succeed.

### **AS.200.361.01**

#### **Tests & Measurements**

**Heather Roberts Fox**

Overall quality of the course: 4.42

#### **Summary:**

The best aspects of this course included the small class size that made for a comfortable learning environment; the instructor/TA team was very effective and they worked nicely alongside each other; the guest speakers provided invaluable information; and the enthusiasm with which the instructor lectured was greatly appreciated by the students. Some students felt the midterm, being the only exam in the semester, put an excessive amount of pressure on them. One suggestion included ordaining stricter consequences for students who do not show up to class or do not present. Another suggestion was for the instructor to provide clearer guidance for the final project. Prospective students should know that this class requires a lot of interaction with peers and it is also reading-intensive.

### **AS.200.368.01**

#### **Altered States of Consciousness**

**Richard Allen**

Overall quality of the course: 3.83

#### **Summary:**

The best aspects of this course included the interesting lectures from a world-renowned expert in the field of sleep studies; the intriguing material covered; and the class seemed to some students as though it was structurally designed to help them comprehend as much as possible. Some students felt the exams were poorly worded, making the questions difficult to understand. Students also felt the lecture material was often disjointed and unorganized. Suggestions included incorporating class review sessions before the exams and allowing more practice on EEGs. Prospective students should know that this course is not an "easy A."

### **AS.200.372.01**

#### **Psychology of Aging**

**Michela Gallagher**

Overall quality of the course: 4.48

#### **Summary:**

The best aspects of this course included the four papers required throughout the semester and that they actually aided in students' comprehension of the material; the lectures were progressive and relevant from class to class; and the instructor was helpful when giving students feedback. One student felt that

## **PSYCHOLOGICAL AND BRAIN SCIENCES**

a couple of the guest lecturers were difficult to follow. Another student felt that parts of the course skimmed over important neuroscience material too quickly. Suggestions included allowing students the occasional possibility to debate and having the instructor provide some sort of base – notes, slides, etc. – on which the students could build their lecture notes. Prospective students should know that the course is reading and writing-intensive.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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.280.101.01**

**Introduction to Public Health**

**Miriam Alexander**

Overall quality of the class: 3.49

**Summary:**

The best aspects of the course included the fun lab sessions, blog posts, guest lecturers, and the subject of public health. The worst aspects of the course were the unengaging and repetitive lectures, weekly blog posts that were due on weekends, and unrelated class assignments. The presence of new and different weekly lectures made it hard for students to identify the most important topics to study for their exams. The course would improve if the lectures were more engaging and discussion based. It would also help if the blog assignments were reduced and if there were more labs. Prospective students should be ready to do lots of writing and interesting labs in this course that serves as a good introduction to the Public Health industry.

**AS.280.120.01-04**

**Lectures on Public Health and Wellbeing in Baltimore**

**Philip Leaf**

Overall quality of the class: 3.66

**Summary:**

The best aspects of the class were the guest speakers and the relaxed atmosphere in which students learned about current issues affecting the Baltimore community. The worst aspects of the course were the not so engaging lectures, large class size, and disruptive students who often didn't pay attention to speakers. Also, there were times where many of the speakers would go over class time. The course would improve if there were more class restrictions and incentives to ensure students paid attention and listened to the lecturers. Prospective students should expect an easy, laidback course that involves lots of guest lecturers and listening.

**AS.280.121.01**

**Chemical Karma: From Pollution to Disease**

## **PUBLIC HEALTH STUDIES**

### **Matthew Gribble**

Overall quality of the class: 4.00

#### **Summary:**

The best aspects of the course were the systematic review lessons, guest speakers, and class discussions. The worst aspects of the course were the dull class sessions and lectures. Most students were often not paying attention in class and there was lack of clarity in many of the assignments as well. The course would improve if there were more activities and assignments created to keep students engaged in class. Prospective students should know that they will learn how to write systematic reviews and will learn so many other things about epidemiology through lots of guest lecturers.

### **AS.280.217.01**

#### **Youth Bullying, Aggression, and Public Health**

##### **Jeffrey Duong**

Overall quality of the class: 4.24

#### **Summary:**

The best aspects of the course were the topics discussed in class, detailed feedback students received on their assignments, and the professor. The professor was very passionate about the subject he was teaching and was able to incite interest from the students and ensure they understood the course material. The worst aspects of the course were the lack of organization and the deviation from the syllabus, which often led to being behind in the course schedule for weeks at a time. The course would improve if the classes were better paced, less focused on statistics, and more structured in terms of the syllabus. Prospective students should expect to learn very unique topics in this class and as long they attend lectures and keep up with the writing assignments, they will do well.

### **AS.280.304.01**

#### **Transforming Disease: HIV/AIDS and the Production of Chronic Illness**

##### **Morgan Philbin**

Overall quality of the course: 4.86

#### **Summary:**

The best aspects of this course included the discussion-based format, the interactivity (guest speakers, movies, Skype with a documentary director, etc.), and the thought-provoking material. Some students felt the required amount of reading was excessive. One student felt there wasn't enough emphasis on HIV. Suggestions included incorporating student presentations and beginning with the scientific background of HIV/AIDS and a brief history of HIV in the form of timeline. Prospective students should be prepared for a heavy amount of reading and that sometimes the group discussions involve uncomfortable topics (sex, drugs, etc.)

### **AS.280.315.01**

#### **Nutrition: Concepts and Controversies**

##### **Zaynah Chowdhury, Barbara Ha, Jennifer Schrack**

Overall quality of the course: 3.99

## **PUBLIC HEALTH STUDIES**

### **Summary:**

The best aspects of this course included how the instructors introduced nutritional topics to current controversies – right away the material was relevant and thought-provoking; also, the instructors encouraged debate and covered lots of material in the semester without seeming rushed. Some students felt the lectures and information that was presented each class was pedantic. Also, students felt that the questions on the quizzes and tests were intentionally tricky. Suggestions included omitting debate topics that were not controversial (i.e. BMI or vegetarian/non-vegetarian) and incorporating clickers or discussion prompts. Prospective students should know that attendance is mandatory and the biweekly quizzes are memorization-based.

### **AS.280.320.01**

#### **Seminar on Public Health and Wellbeing in Baltimore**

**Philip Leaf**

Overall quality of the course: 3.80

### **Summary:**

The best aspects of this course included the engaging guest lecturers, the small group problem-solving activities, and learning about the varied Baltimore-based initiatives and how they've improved city life in myriad ways. Some students felt there was a lack of participation from their peers and that the instructor was often unprepared. Suggestions included providing more structure for Thursday classes and making it more interactive and discussion-based. Prospective students should know that participation is crucial in this course, being worth about 50% of one's grade.

### **AS.280.340.01-07**

#### **Fundamentals of Health Policy & Management**

**Donald Steinwachs**

Overall quality of the course: 4.06

### **Summary:**

The best aspects of this course included the variety of lecturers, the assignments that were actually fun, and learning about relevant material such as the Affordable Care Act and the prominent issues facing the healthcare field; also, the instructor presented a lot of information without overwhelming the students. Some students felt that the course lacked interaction. Also, students felt that the lectures were often redundant and sometimes dry. Suggestions included potentially incorporating different media into the lectures, posting students' grades on Blackboard, clarifying the questions on the exams, and allowing students to take notes during the lecture as opposed to after. Prospective students should go to class, pay attention, and look at the review slides for the exams.

### **AS.280.347.01**

#### **Health Data Analysis Practicum**

**Scott Zeger**

Overall quality of the course: 5.00

### **Summary:**

## **PUBLIC HEALTH STUDIES**

The best aspects of this course included learning things through analyzing real data sets, daily feedback in class, and getting the opportunity to work in small groups. Some students felt like there was not enough structure in class. Some students felt that they were not properly updated on their grades/progress. Suggestions included more discussions on statistics, incorporating a more structured syllabus, and having the class meet twice a week as opposed to once. Prospective students should know it's a great introductory course to data analysis and that taking Biostats first is not mandatory, but it is beneficial.

### **AS.280.350.01-05**

#### **Fundamentals of Epidemiology**

**Allyn Arnold, Darcy Phelan-Emrick**

Overall quality of the course: 4.21

#### **Summary:**

The best aspects of this course included the interesting material, crib sheets for exams, the instructor was interested in helping the students succeed, and the discussion exercises prepared students sufficiently for exams. Some students felt the lectures were, at times, redundant and difficult to attend to; the exams were tough to prepare for, and the grading system was too harsh. One suggestion was to implement some sort of group project. Another suggestion was to shorten the discussion sessions. Prospective students should know that the text and crib sheets are very helpful when studying; also, the class is reading-intensive.

### **AS.280.360.01**

#### **Clinical & Public Health Behavior Change**

**Lawrence Cheskin, Joseph Fu, Jessica Gergen, Elisa Pehlke**

Overall quality of the course: 4.22

#### **Summary:**

The best aspects of this course included the diversity of lecturers, the manageable workload, the insight into real public health initiatives, and the interesting material. One student felt that because the course was lecture-based, without a textbook, it sometimes lacked foundation. Some students felt the instructor lectured too quietly. Suggestions included providing comprehensive content outlines before exams and incorporating more opportunities for students to improve their grades. Prospective students should know that this course is reading-intensive.

### **AS.280.375.01**

#### **Cultural Factors of P.H.**

**Sarah Khasawinah, Thomas Laveist**

Overall quality of the course: 3.93

#### **Summary:**

The best aspects of the course were the guest lecturers, the class discussions, the instructors' consistent use of Blackboard, and how the course was divided into five different modules. Some students felt the test questions were vague or confusingly worded, and the discussions were often unproductive. Suggestions included opportunities to write papers and providing students with clear expectations on



## **PUBLIC HEALTH STUDIES**

tests and quizzes. Prospective students should be prepared to read a great deal and to brush up on their writing skills.

### **AS.280.401.01**

#### **Alcohol, Media & Health**

**Samantha Cukier**

Overall quality of the class: 4.67

#### **Summary:**

The best aspects of the course included the class discussions and the guest lecturers. The class was very engaging and the professor created a comfortable atmosphere in which students could discuss really interesting topics. The worst aspect of the class was the lengthy meeting time. The course would improve if it were broken up into two weekly meetings times instead of one. Prospective students should be prepared to participate in class.

### **AS.280.402.01**

#### **HIV, Behavior and Society**

**Christina Sun**

Overall quality of the class: 4.14

#### **Summary:**

The best aspects of the course were the guest speakers, wide range of topics covered, and the professor. The professor taught the class well and selected good speakers to effectively relay the content to students. The worst aspects of the course were the weekly papers and reading assignments which many students felt was busy work. The course would improve if the lectures were more informal and if there were fewer group discussions because students found them very ineffective. Prospective students should expect to learn about specific public health topics like HIV in this relatively interesting course.

### **AS.280.403.01**

#### **Introduction to Intimate Partner Violence and Public Health**

**Amber Robinson**

Overall quality of the class: 4.82

#### **Summary:**

The best aspects of the course were the class discussions, guest lecturers, and engaging professor. The professor was very efficient in teaching the subject, gave meaningful feedback and was always very accessible to students. The worst aspect of the course was the repetitive and lengthy paper assignments. The course would improve if there were different varieties of assignments given throughout the semester as opposed to papers. Prospective students should be prepared to write four papers during the semester and should engage themselves in the class discussions and lectures to fully appreciate this very enjoyable course.

### **AS.280.404.01**

#### **Immunity and Infectious Diseases of Public Health Importance**

## **PUBLIC HEALTH STUDIES**

### **John Craig**

Overall quality of the class: 4.80

#### **Summary:**

The best aspect of the course was the organized class structure in which the topics were covered effectively. The slides were helpful and the quizzes were fairly matched with the lessons taught in class. The professor did an excellent job covering topics and ensuring students really understood the concepts. The worst aspects of the course were the quiz questions which were almost always based on key terms and not actual concepts. The course would improve if there were more class discussions and quizzes which were less focused on terms, and more focused on the concepts. Prospective students should expect to get a basic introduction to the field of immunology in this very informative Public Health course.

### **AS.280.405.01**

#### **Public Health and Human Rights**

##### **William Davis**

Overall quality of the class: 4.06

#### **Summary:**

The best aspects of this course were the guest lecturers, readings, and interesting topics covered. The worst aspects of the course were the hefty readings and un-engaging class sessions. There were not enough discussions facilitated, which could have made the lectures more interesting. The course would improve if there were more class discussions and activities like case studies to get the students more interested. Prospective students should know that the class offers lots of new and interesting perspectives in the public health field, and is worthwhile to take as the workload is light.

### **AS.280.499.01**

#### **Honors in Public Health**

##### **Kelly Gebo, Jennifer Schrack**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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**

**Intro Sociology**

**Andrew Cherlin, Stephen Plank**

Overall quality of the class: 4.28

**Summary:**

The best aspects of the course were the engaging lectures, the professor, and the interesting material. The worst aspects of the course were the hefty reading assignments, ineffective section meetings, and occasionally disorganized lectures. The course would improve if there were more exam study guides and assignments for students to boost grades. It would also improve if the TA section meetings were more effective, engaging, and inclusive of guiding questions. Prospective students should know that it is essential they do all the readings and attend all the lectures because the professor goes over vital information in class.

**AS.230.150.01-02**

**Issues in International Development**

**Rina Agarwala**

Overall quality of the class: 4.57

**Summary:**

The best aspect of the course was the engaging and organized lectures. The professor and the teaching assistant were both passionate and able to convey the subject very well. The worst aspects of the course were the hefty weekly reading assignments and the somewhat harsh grading system. The course would improve if the readings were lessened and if there was more class time broken up into different days of the week. Prospective students should be prepared to do all the readings and engage themselves in some challenging material.

**AS.230.202.01**

**Research Methods for the Social Sciences**

**Lingxin Hao**

## SOCIOLOGY

Overall quality of the class: 3.17

Summary:

The best aspect of the course was the practical aspect of working on research and learning how to fully carry it out. The professor was kind, encouraging, and very passionate about the topic of research. The worst aspects of the course were the unclear assignment guidelines and the professor not always effectively communicating the information and understanding student questions. The course would improve if the research project was given earlier on in the semester and if there could be a teaching assistant assigned to the class to help students better understand the material. Prospective students should expect to do a substantial amount of homework, reading, and writing assignments.

**AS.230.213.01**

**Social Theory**

**Joel Andreas**

Overall quality of the class: 4.16

Summary:

The best aspects of the course included the interesting subject material, the passionate professor, and the intriguing social theory readings. The worst aspects of the course were the heavy and difficult readings, as well as the seemingly ineffective teaching assistant. The TA often came to class unprepared, graded assignments harshly, and didn't seem to have views that aligned with that of the professor. The course would improve if there were more in-class discussions and a more helpful teaching assistant. Prospective students should know that this is a reading and writing intensive course with lots of interesting topics to offer.

**AS.230.228.01**

**Colonialism in Asia and Its Contested Legacies**

**Huei-Ying Kuo**

Overall quality of the class: 3.89

Summary:

The best aspects of the course included the informative readings and enthusiastic professor. The worst aspects of the course were the dense and confusing readings, as well as the un-engaging lectures. The students often had difficulty keeping up with the material and the lectures didn't seem to do a good job of complementing the readings. The course would improve if the lectures were more engaging and less repetitive. Prospective students should try not to fall behind on the readings as they are necessary and helpful in doing the assignments.

**AS.230.255.01**

**Men and Women in Society**

**Katrina McDonald**

Overall quality of the class: 3.19

Summary:

## **SOCIOLOGY**

The best aspects of the course were the interesting films, readings, and class discussions. The worst aspects of the course included the lengthy final paper assignment, rushed PowerPoint slides, and the class discussions led by the professor. The class was extremely disorganized and filled with unclear guidelines and ever-changing assignment due dates. Also, the professor seemed to personalize many of the discussions and almost always ended up veering off subject. The course would improve if the syllabus was clearly defined, if the PowerPoint slides were made available post-lecture, and if the class discussions were more focused. Prospective students should be prepared to discuss some interesting topics and should put forth effort to get much out of the course.

### **AS.230.265.01-02**

#### **Research Tools and Technologies for the Social Sciences**

**Sahan Savas Karatasli**

Overall quality of the class: 3.96

#### **Summary:**

The best aspect of the course was the useful computer skills students learned. The worst aspect of the course was the slow pace. There was an equal amount of time spent on both the difficult and easy concepts which took away from the time that could have been spent on just the difficult concepts. The course would improve if the pace of the class could go faster and if there was more time to spend on the more difficult topics like STATA. Prospective students don't need to have previous experience to take the course, and will learn about Excel, Access, and other software.

### **AS.230.316.01**

#### **African American Family**

**Katrina McDonald**

Overall quality of the course: 4.00

#### **Summary:**

The best aspects of this course included the discussion-based lectures, contemporary readings, and intriguing concepts discussed in class. One student felt the final paper prompt was a little vague. Another student felt the instructor was often disorganized. Suggestions included providing a rubric for the end-of-semester term paper and adding in more opportunities for credit. Prospective students should know that the course requires a lot of independent studying.

### **AS.230.322.01**

#### **Quantitative Research Practicum**

**Stephen Plank**

Overall quality of the course: 4.20

This class had 5 or fewer comments.

### **AS.230.341.01-06**

#### **Medical Sociology**

**Emily Agree**

## SOCIOLOGY

Overall quality of the course: 3.83

### Summary:

The best aspects of this course included the topics that were relevant to aspiring physicians, the easy to follow lectures slides, and engaging discussion sections. Some students felt the lecture was difficult to attend and that the exams and quiz questions were intentionally complicated. One suggestion was to incorporate a public health perspective into the course. Another suggestion was to split the lectures into separate days. Prospective students should know this is a lecture-intensive course.

### **AS.230.344.01**

#### **Health and Society in Contemporary China**

**Rachel Core**

Overall quality of the class: 4.80

### Summary:

The best aspects of this course included the interesting material, informative readings, and the use of supplemental videos. Some of the students felt the amount of required reading was excessive. One suggestion was to promote a more interactive learning environment. Another suggestion was to omit the group essay. Prospective students should know this is a reading-intensive class, but the assignments are well-paced throughout the semester.

### **AS.230.346.01**

#### **Contemporary Economic Sociology of Latin America**

**Magda von der Heydt-Coca**

Overall quality of the course: 4.22

This class had 5 or fewer comments.

### **AS.230.356.01**

#### **Contemporary African Social Movements**

**Benjamin Scully**

Overall quality of the course: 4.00

This class had 5 or fewer comments.

### **AS.230.362.01**

#### **Migration & Development**

**Rina Agarwala, Lingxin Hao**

Overall quality of the course: 3.79

### Summary:

The best aspects of this course included the engaging lectures and the intriguing material that has not been explored much in the field of research. Some students felt the instructors repeated lectures. One suggestion was to focus more on how the two components of the course – Migration, Development –

## **SOCIOLOGY**

correspond with one another. Another suggestion included requiring a certain degree of student participation in discussions. Prospective students should know that former pupils found the course content intriguing, but felt the workload was also very demanding.

### **AS.230.366.01**

#### **From Habeas Corpus to Eminent Domain : Urban Development and Urban Pl**

**Daniel Pasciuti**

Overall quality of the course: 4.80

#### **Summary:**

The best aspects of this course included the thought-provoking, in-class discussions, and the seminar-lecture style. One student felt there was too much focus on America. Another student felt there was not enough feedback granted from the instructor. Suggestions included lightening the amount of required reading and introducing the unit on Baltimore earlier in the semester. Prospective students should know that the end-of-semester paper requires an early start and that the course load is reading-intensive.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2013  
THEATRE ARTS AND STUDIES DEPARTMENT**

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

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

**AS.225.300.01  
Contemporary Theatre & Film  
John Astin**

Overall quality of the class: 3.60

Summary:

The best aspects of this course were the interesting readings, lectures, and movies. The professor was knowledgeable, enthusiastic, and was able to give very engaging lectures. The worst aspect of the course was its level of disorganization with often unfocused lectures and discussions. Students also received insufficient feedback about their work throughout the semester. The course would improve if it were more organized with a clearer syllabus and provided better guidelines or feedback on assignments. Prospective students should be sure to pay attention, do the readings, and participate in this very enjoyable course.

**AS.225.302.01-02  
Acting & Directing Workshop II  
John Astin**

Overall quality of the class: 4.63

Summary:

The best aspects of the course were the acting exercises, final performances, and class feedback. The professor was funny, insightful, and was always able to provide adequate feedback. The worst aspects of the course were the incessant exercises and ineffective use of class time to do things like re-reading passages. The course would improve if there was more time spent doing scenes and having discussions, instead of doing endless exercises. Prospective students should be prepared to do less scene acting and more listening/talking exercises.

**AS.225.303.01  
Acting or Directing Workshop III**



## THEATRE ARTS AND STUDIES

### **John Astin**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

### **AS.225.308.01**

#### **Shakespeare in Performance**

**James Glossman**

Overall quality of the class: 4.69

#### **Summary:**

The best aspects of the course included the endless opportunities for students to practice their acting and the very instructive teaching methods of an experienced professor. The professor encouraged participation and was able to effectively guide each student with helpful tips. The worst aspects of the course were the lengthy class meeting times and the professor's resilient tendencies with students in trying to help them work harder in their acting. The course would improve if there were more lessons and acting exercises to go over in class, instead of having students constantly present their own individually practiced and unguided scenes. Prospective students should be prepared to put forth lots of effort in order to make themselves better actors.

### **AS.225.310.01**

#### **Stagecraft**

**William Roche**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

### **AS.225.323.01**

#### **Design for the Stage**

**William Roche**

Overall quality of the class: 4.57

#### **Summary:**

The best aspects of the course included the professor and the creative sets students got to design. The professor was very knowledgeable and passionate about the course which allowed him to interact with the students and assist them with fun stage design projects. The worst aspects of the course included the lectures in which there seemed to be lots of incoherent discussions. The course would improve if there was more time spent learning and creating the set designs so that the students could create various sets throughout the semester and get ample feedback. Prospective students should be prepared to draw and build actual stage sets.

### **AS.225.324.01**

#### **Adaptation for the Stage**

**Joseph Martin**

## THEATRE ARTS AND STUDIES

Overall quality of the class: 4.50

### Summary:

The best aspects of the course were the class group discussions, the final project and the small productive classroom atmosphere. The worst aspect of the course was the assigned readings. The students felt that the readings didn't really add much to the course and were rarely even discussed. The course would improve if the workshops schedules were more structured and if there were stricter deadlines for the assignments. Prospective students should expect lots of great feedback on their work and should come prepared to participate and critique their peers at workshop.

### **AS.225.328.01**

#### **The Existential Drama: Philosophy and Theatre of the Absurd**

**Joseph Martin**

Overall quality of the class: 4.50

### Summary:

The best aspects of the course were the fun plays students got to read, the interesting topics covered, and the small class size. The worst aspects of the course were the heavy reading assignments and the occasionally weak discussions. Students didn't really seem to understand the subject of existentialism and found the professor's lectures hard to follow. The course would improve if there were clearer lectures and assignments that spread throughout the semester. Prospective students should expect to do a fair amount of reading and writing in this existentialism focused course.

### **AS.225.329.01**

#### **Acting and Directing Musical Theatre**

**Margaret Denithorne**

Overall quality of the class: 4.06

### Summary:

The best aspects of the course were the opportunities to sing and do musical theatre, as well as the challenging twist to working with musical theatre songs. Students were given freedom in the course and were pushed out of their creative comfort zones. The worst aspects of the course included the large class size and the lack of feedback on student performances. The course would improve if the class size were smaller and if the students had more chances to work on music and singing. Prospective students should expect to perform and sing in this fun theatre class.

### **AS.225.346.01-02**

#### **Creative Improvisation**

**Margaret Denithorne**

Overall quality of the class: 4.68

### Summary:

## **THEATRE ARTS AND STUDIES**

The best aspects of the course were the fun class activities and the creative atmosphere that was made available. The students played fun games and got to develop some skills along the way. The worst aspects of the course included the once-a-week meeting time and the somewhat repetitive activities, some of which seemed to lack educational value. The course would improve if there was more class time dedicated to the fun activities. Prospective students should take this class only if they are willing to come out of their comfort zones and to ready to learn about improvisation.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2013  
WOMEN, GENDER, AND SEXUALITY PROGRAM 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.363.230.01**

**Life, Vitality, Affect: History of Science and Sexuality**  
**Larry McGrath**

Overall quality of the course: 4.00

This class had 5 or fewer comments.

**AS.363.243.01**

**Poetics and Politics of Sex**  
**Nathan Gies**

Overall quality of the course: 4.58

Summary:

The best aspects of this course included the professor minimizing lectures in order to extend class discussions that stemmed from the day's readings; also, the required readings were thought-provoking and current, and the instructor provided invaluable feedback. Many students felt that the readings were too dense and that they required a certain amount of presumed knowledge in regards to theory, women, and gender studies. One suggestion was to incorporate more current issues into the class discussions. Another suggestion was to clarify for the students what precisely was expected from their essays. Prospective students should know that this course is reading-intensive.

**AS.363.417.01**

**Working for Social Justice in Contemporary Urban Space**  
**Thomas Gottbreht**

Overall quality of the course: 4.75

Summary:

One of the best aspects of this course included working with community members to provide services for Baltimore City women. Another great aspect included its focus on pertinent issues regarding the feminization of poverty, which instilled in the students a deep respect and passion for working on social

## **WOMEN, GENDER, AND SEXUALITY PROGRAM**

justice. Some students felt the emphasis of the class was focused too heavily on course readings rather than on debate/discussion/relating their internship experience to the concepts discussed. Suggestions included incorporating a group discussion wherein students share their experiences and perhaps shortening the class period. Prospective students are encouraged to stay on top of their internship hours and keep up with the required readings.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 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  
Rahul Kanakia**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

**AS.220.105.02  
Fiction Poetry Writing I  
John Grasser**

Overall quality of the course: 4.07

Summary:

The best aspects of this course included the small, discussion-based class size, and that it allowed for those who may not be the best at fiction and poetry to try it without worrying too much about a drop in GPA – the work is graded on effort. Some students felt that feedback wasn’t returned in a timely manner and that the grading was often subjective. One suggestion was to provide earlier notices about particular assignments. Another suggestion was to base the final grade on improvement rather than overall quality. Prospective students should know that this is a writing-intensive course.

**AS.220.105.03  
Fiction Poetry Writing I  
Richard Hofmann**

Overall quality of the course: 4.75

Summary:

The best aspects of the course included the opportunity to read and evaluate peers’ work, the chance to write creatively as opposed to writing for clinical and/or research purposes, and the workshops that gave students who are not writing majors the experience of what it’s like to pursue a creative degree.

## WRITING SEMINARS DEPARTMENT

Also, students appreciated the instructor's enthusiasm and unique sense of humor. Some students felt feedback on their work wasn't returned in a timely manner and that the attendance policy was "scary." Suggestions included making the workshop groups smaller and providing more specific writing prompts. Prospective students should know that participation in this class is crucial.

### **AS.220.105.05**

#### **Fiction Poetry Writing I**

**Nathan McNamara**

Overall quality of the course: 4.29

#### **Summary:**

The best aspects of this course included the invaluable input from the instructors and fellow students, the workshops that provided students with the opportunity to review one another's work, and the required reading material. One student felt that, at times, the readings were not relevant. A few students felt the grading was based on the overall quality of one's ability and not on one's improvement. Suggestions included providing students with grade updates throughout the semester and with support on writing assignments as much as possible. Prospective students should be sure to keep up with the weekly assignments and allow themselves ample time to complete a piece.

### **AS.220.105.06**

#### **Fiction Poetry Writing I**

**Nathaniel Washatka**

Overall quality of the course: 4.40

#### **Summary:**

The best aspects of this course included the feedback provided that helped students improve their skills, the class discussions, and the grading system using checks, check pluses, and check minuses. Some students felt that the assignments were, at times, repetitive and that the prompts were difficult to relate to. One suggestion was to provide students with examples of stories and poems written by previous students. Another suggestion was to offer separate sections to students – either just poetry or fiction. Prospective students should make a legitimate effort on the papers and participate in class.

### **AS.220.105.07**

#### **Fiction Poetry Writing I**

**Matthew Morton**

Overall quality of the course: 4.86

#### **Summary:**

The best aspects of this course included the attentive critiques from peers, the topics for writing assignments, and the class discussions that were both helpful and interesting. One student felt that some of the questions the instructor asked inhibited conversation. Another student felt the instructor's grading criteria was harsher than others. Suggestions included improving the facilitation of group discussions and incorporating more workshop opportunities. Prospective students should know that this

## WRITING SEMINARS DEPARTMENT

course is writing-intensive and they are encouraged to take advantage of the instructor's office hours for help.

### **AS.220.105.08**

#### **Fiction Poetry Writing I**

**Songmuang Greer**

Overall quality of the course: 4.47

#### **Summary:**

The best aspects of this course included the peer interaction during workshops, the intriguing writing assignments, and the stimulating class discussions. Some students felt that feedback was not returned to students in a timely manner. One suggestion was to provide more opportunities to discuss the reading materials. Another suggestion was to devote more time to workshops. Prospective students should know that this is a writing-intensive course and the weekly assignments can be time-consuming, so be prepared.

### **AS.220.105.09**

#### **Fiction Poetry Writing I**

**Julia Heney**

Overall quality of the course: 4.38

#### **Summary:**

The best aspects of this course included the thought-provoking in-class discussions, the thorough feedback from the instructor, and the assignments that were both interesting and challenging. Students said that the course involved a lot of assignments. Also, student expectations were not always clear. Suggestions included posting assignments on Blackboard sooner than they were and incorporating more draft milestones throughout the process of writing a piece. Prospective students should know the course is a great opportunity to express their creative sides, but that it's also very writing-intensive.

### **AS.220.105.10**

#### **Fiction Poetry Writing I**

**Elizabeth Thompson**

Overall quality of the course: 4.53

#### **Summary:**

The best aspects of this course included the short stories and poems that were read/discussed, the opportunity to write "non-academically", and the instructor's ability to carefully guide and facilitate class discussions. One student felt the attendance policy was too stringent. Another student felt the weekly assignments were too time-consuming. Suggestions included allowing more leeway with some of the prompts and lightening the workload. Prospective students should know this is a workshop-intensive course with a strict attendance policy.

### **AS.220.105.11**

#### **Fiction Poetry Writing I**



## WRITING SEMINARS DEPARTMENT

### **Robert McDonald**

Overall quality of the course: 4.38

#### Summary:

The best aspects of this course included the instrumental feedback provided by both the instructor and the workshops; also, the interesting writing prompts were much appreciated. Some students felt that the grades were, at times, subjective. One student felt that because his/her views were not compatible with the instructor's, his/her grade consequently suffered. Suggestions included providing a clear and comprehensible grading rubric and focusing more on the reading. Prospective students are encouraged to experiment outside their comfort-zone while understanding that this course is writing and workshop-intensive.

### **AS.220.105.12**

#### **Fiction Poetry Writing I**

**Katherine Robinson**

Overall quality of the work: 4.36

#### Summary:

The best aspects of this course included the students' freedom to freely express themselves via writing; also, the course explored different works and styles that altogether provided pupils with a comprehensive introduction to creative writing. One student felt that the instructor was not encouraging with her in-class commentary. Another student felt the attendance policy was too stringent. Suggestions included having the stories due every other week as opposed to every week and to implement a more objective grading system. Prospective students should know that this is a writing-intensive course and that attendance is critical.

### **AS.220.105.13**

#### **Fiction Poetry Writing I**

**Emily Parker**

Overall quality of the course: 4.56

#### Summary:

The best aspects of this course included the beneficial workshops, the fun prompts students were given, and the multiple opportunities to receive feedback. Also, students appreciated the instructor's enthusiasm for the material as well as her encouragement. Some students felt the required reading was tedious and not engaging. Suggestions included incorporating more contemporary work and omitting the quizzes. Prospective students should know that this is a reading, writing, and workshop-intensive class.

### **AS.220.105.14**

#### **Fiction Poetry Writing I**

**Daniel Stintzi**

Overall quality of the course: 4.45

## WRITING SEMINARS DEPARTMENT

### Summary:

The best aspects of this course included the relaxed atmosphere, the discussion-based format, and the instructor's feedback. One student felt that the grades were given arbitrarily. Another student felt that the class progressed at too rapid a pace. Suggestions included providing more opportunities for students to improve their work and implementing a means of making sure everyone participates in workshop. Prospective students should know this is a reading, writing and workshop-intensive course.

### **AS.220.105.15**

#### **Fiction Poetry Writing I**

**Joselyn Takacs**

Overall quality of the course: 4.31

### Summary:

The best aspects of this course included the instructor's detailed, invaluable feedback, the constructive workshops, and the comprehensive introduction in creative writing it provided. Some students felt that there was not enough instruction before assignments. Some students also felt that the required reading was excessive. Suggestions included supplying the students with more general resources on Blackboard and giving assignments back before the next one is due. Prospective students should know that their grades will suffer if they procrastinate on the writing in this class; it's also reading and workshop-intensive.

### **AS.220.105.16**

#### **Fiction Poetry Writing I**

**Alexander Creighton**

Overall quality of the course: 4.63

### Summary:

The best aspects of this course included the instructor's willingness to directly work one-on-one with a student, the small class size, and the instructor's thorough, constructive commentary on graded work. Some students felt the amount of required readings was excessive. One student felt that the assignments, particularly in the poetry unit, were too restrictive. Suggestions included providing students with workshop guidelines at the beginning of the semester and timing the critique sessions so that everyone gets a chance for feedback. Prospective students should know this is a writing and workshop-intensive course.

### **AS.220.105.17**

#### **Fiction Poetry Writing I**

**Jocelyn Slovak**

Overall quality of the course: 4.67

### Summary:

The best aspect of this course included the peer feedback, the opportunity to write creatively, and the unrestrictive prompts that allowed for easy transition from one writing style to another. One student

## WRITING SEMINARS DEPARTMENT

felt there was not enough time granted between assignments. Another student felt that the grading was subjective. Suggestions included more emphasis on learning literary devices and more feedback during workshops from the instructor. Prospective students should know that this course is writing and workshop-intensive.

### **AS.220.106.01; 03**

#### **Fiction Poetry Writing II**

**Charles Phinney**

Overall quality of the course: 4.50

#### **Summary:**

The best aspects of this course included the instructor's helpful commentary, learning how to develop narrative voice, and focusing more on the importance of writing and less on the technicalities. Students found the feedback invaluable and the lectures engaging. A few students felt that the course was poorly organized and that there was never sufficient time. While discussions were good, they did not involve a high level of participation. Suggestions included assigning less extraneous material and incorporating more incentives to do the work. Prospective students should know that participation is necessary, it's important to meet one-on-one with the instructor, and the course is both writing and workshop-intensive.

### **AS.220.106.04; 06**

#### **Fiction Poetry Writing II**

**Amber Burke**

Overall quality of the course: 4.00

#### **Summary:**

The best aspects of this course included the small class size, the workshop format, intriguing group discussions, and the consistent feedback from the instructor. Students enjoyed the exposure to new literary works. Some students felt that, at times, the class could get too subjective and workshops could be biased. One student felt the workshops encouraged his/her peers to criticize as opposed to offering constructive, meaningful feedback. A couple students felt like their grade status throughout the semester was often ambiguous. Suggestions included implementing a numeric grading system and making the classes even smaller. Prospective students should be prepared to devote a lot of time to writing, and are encouraged to be creative with their work.

### **AS.220.106.05; 08**

#### **Fiction Poetry Writing II**

**Petrina Crockford**

Overall quality of the course: 4.59

#### **Summary:**

The best aspects of this course included the interesting topics available to write about, the engaging class discussions, and the informative workshop sessions. Students appreciated the instructors' kind nature and ability to create dialogue between the students in regard to the material being discussed.

## WRITING SEMINARS DEPARTMENT

Some students felt the grades did not necessarily reflect their effort. Suggestions included allowing students more time to work on a piece, and incorporating more discussions on published work. Also, cutting down the required reading and making commentary more legible would benefit students. Prospective students should know that this course is both reading and writing-intensive.

### **AS.220.106.07**

#### **Fiction Poetry Writing II**

**Katherine Parr**

Overall quality of the course: 4.31

#### **Summary:**

The best aspects of this course included the relaxed atmosphere, the engaging class discussions, and the workshop sessions. Also, students appreciated that the instructor seemed invested in their work and improvement. One student felt his/her work wasn't returned with ample edits or commentary. Another student felt the required readings were tedious and hard to comprehend. Suggestions included providing regular, consistent feedback and requiring less poetry be read. Prospective students should know that prior experience with fiction and poetry writing is not necessary, and that the course is also writing intensive.

### **AS.220.106.09**

#### **Fiction Poetry Writing II**

**Callie Siskel**

Overall quality of the course: 4.29

This class had 5 or fewer comments.

### **AS.220.106.11; 16**

#### **Fiction Poetry Writing II**

**Katherine Robinson**

Overall quality of the course: 4.46

#### **Summary:**

The best aspects of this course included the class discussions, the instructor's approachability and willingness to help, and the invaluable workshops. Some students felt what was expected of them regarding the writing assignments was oftentimes unclear, as well as the grading system being arbitrary. Suggestions included adding more writing assignments and more opportunities for students to be workshopped. Also, providing students with a grading rubric would be helpful. Prospective students should know that class participation is crucial in order for everyone to experience fully the benefits of a writing workshop.

### **AS.220.106.12; 14**

#### **Fiction Poetry Writing II**

**Courtney Sender**

Overall quality of the course: 4.59

## WRITING SEMINARS DEPARTMENT

### Summary:

Some of the best aspects of this course included the manageable, consistent workload, the well-picked readings, and the student engagement encouraged and brought forth by the instructor. Students mentioned that some of the assignments were very restrictive in nature. Also, students felt that grading was on the harsh side. Suggestions included incorporating more students' P.O.V. discussions into each class and setting up more, if not regular, meetings with the instructor so that students can fully understand their progress and grade. Prospective students should know that constructive criticism is offered on a regular basis; that those who do not respond to criticism well should not take this course.

### **AS.220.106.13; 15**

#### **Fiction Poetry Writing II**

**Eric Levitz**

Overall quality of the course: 4.33

### Summary:

The best aspects of this course included the instructor's helpful feedback, the small class environment, and the writing assignments that were both thought-provoking and challenging. Students found benefit in the course being more discussion based, opposed to being lecture driven. Also, students found that much of the poetry was too subjective to provide a balanced critique. Suggestions included providing students with a more concrete syllabus and changing up the discussion methods once in a while. Additional suggestions included incorporating different writing strategies and allowing more freedom with written assignments. Prospective students should know that this course requires a lot of work to be turned in; also, it's both reading and writing-intensive.

### **AS.220.106.17**

#### **Fiction Poetry Writing II**

**Gwen Kirby**

Overall quality of the course: 4.56

### Summary:

The best aspects of this course included the opportunity students had to experiment with their writing, the strong feedback provided by the instructor, and the interesting writing prompts. One student felt peers' opinions or insight could have been involved in the discussion a little more. Another student felt the grading system was too objective. One suggestion was to incorporate more open prompts in the fiction portion and a better mix of free verse and formal poetry in the poetry section. Prospective students must be willing to put forth considerable effort and know that the course is both reading and writing-intensive.

### **AS.220.108.01**

#### **Introduction to Fiction & Nonfiction**

**Joanne Cavanaugh-Simpson**

Overall quality of the course: 4.76

## WRITING SEMINARS DEPARTMENT

### Summary:

The best aspects of this course included the instructor who was extremely committed to providing students with invaluable feedback, the amount of room provided for students to be creative in their writing, and the fair, unbiased grading system. Some students felt that too many readings were crammed into a week's time and this hindered class discussions. One suggestion was to incorporate a few more personalized writing assignments. Another suggestion was to change the time of day the class was offered. Prospective students should know there is a lot of reading and participation required in this class.

### **AS.220.146.01**

#### **Introduction to Science Writing**

**Kelsey Calhoun**

Overall quality of the course: 4.17

### Summary:

The best aspects of this course included the comprehensive assignment structure set out in the syllabus, the introduction to different styles of writing, and the instructor's enthusiasm for and knowledge of the subject matter. One student felt that the instructor was overly critical. A few students felt the instructor didn't return work or give feedback in a timely manner. Suggestions included providing detailed guidelines about how and what constitutes a particular writing style, and supplying the students with a comprehensible grading rubric. Prospective students should know that this is a good writing course for engineering and science majors.

### **AS.220.146.02**

#### **Introduction to Science Writing**

**Jean Hazel Mendoza**

Overall quality of the course: 3.85

### Summary:

The best aspects of this course included the students' freedom to write about their interests, the consistent feedback on rough drafts, and the invaluable workshop sessions. One student felt there wasn't enough time provided to conduct the interview portion of the class. Another student found it difficult to meet the Wednesday deadlines and that the instructor should move due dates to Friday. Suggestions included breaking the class up into halves that met twice a week and having the opportunity to workshop "finals" as opposed to "drafts." Prospective students should know this class is not about technical writing.

### **AS.220.200.01**

#### **Introduction to Fiction**

**Matthew Klam**

Overall quality of the course: 4.75

### Summary:

## WRITING SEMINARS DEPARTMENT

The best aspects of this course included the in-depth class discussions, the helpful feedback, and the intriguing assigned readings. One student felt that when classmates sent out pieces late, it didn't provide enough time to properly read over their work, so perhaps a system should be put into place to effectively penalize students guilty of this. Another student felt the instructor was difficult to contact. Suggestions included offering the class more than once a week in shorter time slots and giving more prompts. Prospective students should know it's important to read their peers work in order to adequately contribute to the class discussions.

### **AS.220.200.02**

#### **Introduction to Fiction**

**Tristan Davies**

Overall quality of the course: 4.87

#### **Summary:**

The best aspects of this course included the effusive instruction, the invaluable workshops, and the instructor's engaging and oftentimes humorous nature. One student felt the work was too tedious. Some students felt the class discussions often ran off topic. Suggestions included providing the students with more writing assignments and cutting back or altogether omitting the required readings. Prospective students should know they will be required to write increasingly longer stories over the course of the semester.

### **AS.220.201.01**

#### **Introduction to Poetry Writing**

**David Smith**

Overall quality of the course: 3.87

#### **Summary:**

The best aspects of this course included the required reading selection, the insightful feedback provided by the instructor, and the extensive personal knowledge of the poetry-writing process the instructor shared with the students. Some students felt the instructor devoted too much time to lecturing and that, at times, even while lecturing he would run off-topic. One student felt the book reviews and readings were more like busywork. Suggestions included condensing the lectures, allotting students more time to critique their peers, and providing students with some sense of their grade throughout the semester. Prospective students should possess some level of comfort with both receiving and providing constructive feedback.

### **AS.220.201.02**

#### **Introduction to Poetry Writing**

**Greg Williamson**

Overall quality of the course: 4.65

#### **Summary:**

The best aspects of this course included the creative and challenging assignments, the instructor's consistent feedback, and the helpful workshop sessions. One student felt that a lot of attention is paid

## WRITING SEMINARS DEPARTMENT

during workshop to trivial details. Some students felt that poems were often rushed through during the workshop process because time was not well monitored. Suggestions included incorporating a little more diversity in the assignments and making it so not every single student is workshopped each week. Prospective students should know it's important to read other peoples' poems before class so you can contribute to the conversation.

### **AS.220.202.01**

#### **Introduction to Non-Fiction: Matters of Fact**

**Wayne Biddle**

Overall quality of the course: 3.60

#### **Summary:**

The best aspects of this course included the instructor's explication on what was expected from students' work, the pacing of the class was realistic and manageable, and the assignments were extremely diverse in nature. Some students felt the instructor's feedback was sparse. One suggestion was to explore more contemporary nonfiction. Another suggestion was to provide a more transparent grading system. Prospective students should know that this class is reading-intensive.

### **AS.220.204.01**

#### **Introduction to Dramatic Writing: Film**

**Marc Lapadula**

Overall quality of the course: 4.64

#### **Summary:**

The best aspects of this course included the class dynamic, the way the instructor encouraged students to foster their writing strengths while improving upon their weaknesses, and the workshop format of assigning peers' roles to read. Some students felt the midterm portfolio was an excessive amount of work. One suggestion included providing more instruction on what was due. Another suggestion was to have students read screenplays other than those written by the class. Prospective students should know that this course is writing-intensive with a considerable amount of work due each week.

### **AS.220.316.01**

#### **Seminar: Opinion Writing**

**Gregory Kane**

Overall quality of the course: 4.57

#### **Summary:**

The best aspects of this course included the students' option to choose the subject matter for their essays, the extra credit that was available, and the wide range of topics covered throughout the semester. Students also appreciated the instructor's enthusiasm for the material as well as his sense of humor and thought-provoking insight. Some students felt that classes involving student readings should have been mixed up more in order to hold their attention. Suggestions included encouraging more class discussion and watching more movies. Prospective students should know this is an assignment and writing-intensive course.



## WRITING SEMINARS DEPARTMENT

### **AS.220.329.01**

#### **Intermediate Fiction: Forming the Short Story**

**Tristan Davies**

Overall quality of the course: 4.56

#### **Summary:**

The best aspects of this course included the logical progression of short stories covered throughout the semester, the instructor's helpful feedback, and the engaging class discussions or "book chats". Students also appreciated the instructor's individualized guidance on assignments. One student felt the "cycle of submitting work" was disorganized. Suggestions included providing more feedback on the mechanics of story writing and incorporating more assignments that are shorter in length. Prospective students should know that in this course they will have the opportunity to write in different styles and get out of their comfort zones; also, it's reading and writing-intensive.

### **AS.220.337.01**

#### **Intermediate Dramatic Writing: Film**

**Marc Lapadula**

Overall quality of the course: 4.75

#### **Summary:**

The best aspects of this course included the class camaraderie, the detailed and helpful feedback provided by the instructor, and the opportunity to hear one's script read aloud by his/her peers. Students also appreciated that the instructor familiarized himself with their work. One student felt that, at times, the workshops became redundant. One suggestion was to mix up the structure of the class – i.e. workshops broken up with films, video clips, etc. Prospective students should know that the course involves a good deal of independent work and that it is writing and workshop-intensive.

### **AS.220.344.01**

#### **Intermediate Fiction: The Short-Short Story**

**Glenn Blake**

Overall quality of the course: 4.55

#### **Summary:**

The best aspects of this course included the seminar-style discussions, the light workload, and the instructor's ability to hold students' attention for the length of the class time. Some students felt the instructor, at times, had "favorites" and that his written feedback was indecipherable. Suggestions included providing students with more opportunities for feedback, and that grading should be harsher on those who didn't put forth the effort to write passable drafts. Prospective students should know this course is writing and feedback-intensive.

### **AS.220.376.01**

#### **Intermediate Fiction: Outdoor Stories**

**Robert Roper**

## WRITING SEMINARS DEPARTMENT

Overall quality of the course: 4.85

### Summary:

The best aspects of this course included the instructor's flexibility with writing prompts; that the reading selections prompted engaging dialogue between the students; also, the instructor did not "go easy" with his grading criteria. Some students felt the syllabus was disorganized and the required readings were excessive (i.e. a novel in one week.) Suggestions included incorporating more work by women and minority writers, as well as having the class read shorter outdoor essays, rather than novel-length pieces. Prospective students should know this course is particularly reading-intensive.

### **AS.220.378.01**

#### **Poetic Forms II**

**Greg Williamson**

Overall quality of the course: 4.92

### Summary:

The best aspects of this course included the instructor's level of engagement with the students, the opportunity for students to imitate certain authors, and the instructor's thorough feedback. One student felt that workshops focused too heavily on the technical facets of a piece. Another student felt the instructor was subjective toward particular students. Suggestions included workshoping only half the class per week and requiring students to attend readings throughout the semester. Prospective students should know that the course is writing-intensive and that they will be expected to write in certain styles/formats.

### **AS.220.380.01**

#### **Intermediate Fiction: The Scene**

**Glenn Blake**

Overall quality of the course: 3.85

### Summary:

The best aspects of this course included the intriguing material, the instructor's encouragement to try less traditional forms of writing, and the variety of books read throughout the semester. Some students felt the instructor did not provide enough writing assignments. One suggestion was for the instructor to communicate a daily class agenda so that students know what to expect. Another suggestion was to clarify the expectations of the assignments. Prospective students should know that this class can, at times, be lecture-heavy and is consistently writing-intensive.

### **AS.220.383.01**

#### **Intermediate Fiction: The 20th Century**

**Brad Leithauser**

Overall quality of the course: 4.10

### Summary:

## WRITING SEMINARS DEPARTMENT

The best aspects of this course included the interesting and varied course material, the instructor's thought-provoking lectures, and the instructor's enthusiasm for the literature. One student felt that too much class time was spent reading the material aloud. Another student felt the instructor attempted to "take over" students' presentations on the novellas. Suggestions included adopting a more interactive teaching style and emphasizing the creative writing aspect more. Prospective students should know this is not a workshop course, and that it is reading-intensive.

### **AS.220.400.01**

#### **Advanced Poetry Workshop**

**Mary Jo Salter**

Overall quality of the course: 4.00

#### Summary:

The best aspects of this course included the challenging poetry prompts, and the instructor who was extremely knowledgeable and therefore helpful with the subject matter. Also, students enjoyed the opportunity to build a portfolio of poems. Some students felt that the instructor was late in returning their work, which made the revision process difficult. One suggestion was to allow students to lead the discussions more often. Another suggestion was to provide more time and focus to students' pieces during workshops. Prospective students should know this is a reading-intensive course and requires a certain degree of self-motivation.

### **AS.220.401.01**

#### **Advanced Fiction Workshop**

**Jean McGarry**

Overall quality of the course: 4.29

#### Summary:

The best aspects of this course included the instructor-guided discussions, the group analysis on Chekhov's work, and the thorough, invaluable workshops. One student felt that utilizing Chekhov as a literary model was frustrating and limiting because of Chekhov's distinct style. Another student felt class time was misappropriated – there was not enough focus on workshops. Prospective students are encouraged to participate as much as possible.

### **AS.220.401.02**

#### **Advanced Fiction Workshop**

**Alice McDermott**

Overall quality of the course: 4.60

#### Summary:

The best aspects of this course included the in-depth workshops, the instructor's detailed and thorough feedback, and the individual conferences. One student felt the critiques from the instructor were often based on preference. Another student felt the grading system was unclear. Suggestions included incorporating more weekly writing exercises and reading more contemporary fiction. Prospective

## WRITING SEMINARS DEPARTMENT

students should be prepared to do a substantial amount of reading, writing, and providing feedback to peers.

### **AS.220.403.01**

#### **Readings in Poetry: The Branch Will Not Break**

**Steve Scafidi**

Overall quality of the course: 4.65

#### **Summary:**

The best aspects of this course included how the poets were studied chronologically and thematically, that the essays and poems read were entertaining, relevant, and thought-provoking; also, the students felt the instructor was incredibly enthusiastic about the subject matter and that he taught in a manner both engaging and motivational. One student felt that, at times, the assignment criterion was unclear. Suggestions included making the class size smaller and inciting more group discussions. Prospective students should know that this is a discussion class; it is immensely enjoyable if one participates. Also, it is reading-intensive.

### **AS.220.406.01**

#### **Readings in Fiction: Hard-Boiled Fiction and Film Noir**

**John Irwin**

Overall quality of the course: 4.33

#### **Summary:**

The best aspects of this course included the relaxed style of discussion, the instructor's knowledge about course material, and the intriguing material covered in class. One student felt that class time was often dedicated to discussions that didn't seem to advance any understanding of the books or films. Another student felt the instructor did not provide enough constructive feedback. Suggestions included incorporating specific prompts for class debate and less emphasis on the quizzes. Prospective students should know this is a reading-intensive course.

### **AS.220.409.01**

#### **Readings in Fiction: Faulkner, Fitzgerald, & Hemingway**

**John Irwin**

Overall quality of the course: 5.00

#### **Summary:**

The best aspects of this course included the instructor's expansive knowledge about the authors studied; the engaging weekly discussions provided students with insight on the material; the instructor's enthusiasm kept the students motivated. Some students felt that requiring them to read a book per week was excessive. Also, students felt the quizzes were intentionally complex and focused on minute details. Suggestions included slowing the pace of the class down and providing students with a reading list for the semester. Prospective students should know this class is reading-intensive and that quizzes are administered weekly.

## WRITING SEMINARS DEPARTMENT

### **AS.220.416.01**

#### **Readings in Fiction: Five from the Fifties**

**Brad Leithauser**

Overall quality of the course: 3.63

#### Summary:

The best aspects of this course included the close textual analysis of how a writer's style and voice influences his/her work; also, the reading selection was diverse, and the instructor was well-read and knowledgeable about the material. Some students felt the instructor didn't encourage student discussion and, instead, read to them directly from the material; also, students felt their assignments required more clarification than was provided. Suggestions included mixing up the format of the class to incorporate more discussion and less verbatim reading, as well as supplying students with thorough feedback on their work to boost improvement. Prospective students should know this is a reading-intensive course and attendance is crucial in receiving a good grade.

### **AS.220.417.01**

#### **Advanced Nonfiction Workshop**

**Wayne Biddle**

Overall quality of the course: 4.50

This class had 5 or fewer comments.

### **AS.220.424.01**

#### **Science as Literature**

**Richard Panek**

Overall quality of the course: 3.75

#### Summary:

The best aspects of this course included the wide scope of scientific readings, the opportunity for students to research topics of their choice, and the instructor's encouragement toward group discussions. Some students felt the instructor didn't provide enough guidance during discussions and that the reading requirements were excessive. Suggestions included offering students more feedback on their work and providing more guidance on what the professor looks for in their writing (i.e. strengths and weaknesses, tips, etc.) Prospective students should know the readings can be difficult and participation in group discussion is crucial.