

**JOHNS HOPKINS UNIVERSITY**

**Homewood Course Guide**

***Summaries of Student Course Evaluations for Fall 2015***

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.362.111.01  
Introduction to Africana Studies  
Lester Spence**

Overall quality of the class: 4.22

**Summary:**

The best aspects of this course included the instructor’s ability to capture the students’ attention through a 3-hour class, and his ability to drive home the importance of the course topic to current events and even other academic disciplines. Worst aspects included not having access to the course and other resources online via Blackboard. To improve the course, the students suggested breaking the course up to meet twice a week, instead of having it as one long, weekly session. Prospective students should be skilled readers and be prepared for writing assignments early in the semester.

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**AS.362.122.01  
History of Africa (since 1880)  
Kim Gallon**

Overall quality of the class: 3.67

**Summary:**

Students noted the thought-provoking discussions and interesting primary source documents were the best aspects of this course. Students complained that the class only met every other week and that discussions, at times, morphed into conversations about current events, so that they felt they did not learn enough about the actual history of the continent. To improve, students feel that this course should be taught by a full-time professor and meet every week, and that the grading system could use more structure. Prospective students should expect to engage the readings and complete multiple writing assignments.

**AS.362.180.01**  
**History of Black Americans**  
**James Ashton**

Overall quality of the class: 4.44

Summary:

Students enjoyed the instructor's ability to use historical subject matter to inform and develop discussion of current events. They all mentioned that the course materials/readings were engaging and interesting. The students complained most that discussions could get off topic or disjointed, so it was not enough time to stick to the syllabus or discuss everything covered in the readings. To improve, students suggested staying on topic so that all material can be covered and encouraged the instructor to continue to connect those readings to current events. Prospective students should expect a reading-intensive course and be prepared to write engagingly at a collegiate level. The workload is typical, and the grading system is fair.

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

Overall quality of the class: 4.75

Summary:

This course and particularly this instructor come highly recommended. Best aspects include the instructor's passion for the discussed topics and his ability to instill that passion in his students. Topics were interesting and relevant. Students note that the level of reading during the beginning of the course could be a bit overwhelming, and the length of the class could be draining. To improve, students suggested clearer guidance and detailed feedback on graded coursework. However, if you engage the material and participate in class discussion, prospective students can plan on completing this course feeling enlightened and confident that they have broadened their perspective.

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**AS.362.371.01**  
**The Public Health Crisis in Africa**  
**Carolyn Furr-Holden**

Overall quality of the class: 3.58

Summary:

Students appreciated the instructor's knowledge and passion for the course topic. Other great aspects included various media used as course materials and guest lectures. Students did not like the frequency at which class was cancelled and that lectures did not foster engaging class discussion. Improvements include providing the instructor with a TA and more time for class discussion. It may help prospective students if they have some public health background; however, there is not a heavy workload and a large opportunity to succeed.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
ANTHROPOLOGY DEPARTMENT**

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

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- 4-Good
- 5-Excellent

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**AS.070.104.01**

**Special Opportunities in Undergraduate Learning: Anthropology of Sound  
Gustavo Valdivia Corrales**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the interesting topic and interactive assignments. Although students noted that the instructor was enthusiastic about the course topic, the class discussions lacked structure and the instructor did poorly at engaging students. Thus, to improve the course, the instructor should find incentives for class participation and ways to foster livelier discussion. Prospective students do not previous knowledge and should expect an introduction to a new and interesting subject.

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**AS.070.132.01**

**Invitation to Anthropology  
Clara Han**

Overall quality of the class: 3.92

Summary:

This course is what you expect. Students enjoyed the professors interesting and informative lectures, course materials were contemporary and meaningful, and discussions were socially relevant. Overall, students enjoyed the course; however, the reading load seemed a bit heavy and the quality of discussion depends on the TA leading your particular course section (those who had the professor as a TA enjoyed the class discussions). To improve, students suggested that the instructor and TAs provide invested guidance for writing assignments and understanding course materials. You do not need an anthropology background to enroll in this course. However, be prepared to engage long and dense reading assignments.

**AS.070.139.01**  
**Markets and Morals**  
**Aditi Saraf**

Overall quality of the class: 4.65

Summary:

Students appreciated that the instructor was enthusiastic and flexible. The instructor was able to progressively adapt course materials and discussions to meet student's demonstrated interests, and she provided many opportunities for feedback. The readings at the beginning of the course could be dense and theory-heavy, so at times students found them difficult to complete or dissect. Thus, if students were unprepared or did not engage readings, initial discussions were stagnant. Suggestions for improvement focused on enlivening the class discussion: a physical space more conducive to a participation-based course; vetted theory-related course materials to insure they would engage students taking a 100-level course; and incentives or evaluations to insure students are completing the readings to better prepare for class discussion. Class participation is essential; therefore, students should be prepared to intensely engage readings and actively participate in discussions.

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**AS.070.211.01**  
**The Production of European Culture**  
**Andrew Brandel**

Overall quality of the class: 4.61

Summary:

Students in this course appreciated the instructor's engagement and course materials. The general consensus was that the reading was relevant, informative, and encouraged discussion. At times, reading materials were challenging; however, the instructor's ability to guide class discussion and his fair expectations allowed students to navigate the course fairly well. Generally, students felt that this class should be smaller in size to not only foster livelier, more intellectual discussion, but also to reduce the amount of time the instructor spends lecturing. This course is an over-arching course and covers a lot of ground. In order to succeed, students should be prepared to invest in the course materials and, at times, difficult readings.

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**AS.070.224.01**  
**Plastic**  
**Anand Pandian**

Overall quality of the class: 3.83

Summary:

The best aspects of this course included the instructor's unwavering enthusiasm and ability to engage students through interesting course materials (such as poetry, novels, and comic books), lively class discussions, and even guest speakers. However, due to those same unconventional methods, class discussions could seem unstructured and drawn-out. Overall, students suggested the class time be

shortened, meeting more than once a week. Students should enroll in this course with an open mind; the course is nontraditional in structure, content, and student evaluation. You do not need an Anthropology background and expect to cover much more than simply plastic. This course comes highly recommended.

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**AS.070.241.01**  
**African Cities**  
**Michael Degani**

Overall quality of the class: 4.67

Summary:

This course has a small class size allowing engaging class discussion and easy access to the instructor. Students seem to really appreciate the new things they learned. The lack of structure during class discussion made the course seem a bit rushed at the end of the semester in order to cover all the material. To improve the course, students who are not familiar with the continent thought it would be helpful to have a general, geographical overview of African cities. Prospective students should be prepared pace themselves when completing reading assignments or they will fall behind, as the readings are essential to both writing assignments and class participation. You do not need any prior knowledge of African culture to take this course, although being generally knowledgeable or interested in current events is helpful.

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**AS.070.317.01**  
**Methods**  
**Naveeda Khan**

Overall quality of the class: 4.20

Summary:

The best aspect of this course is its structure, and conveniently enough, its methods. Students appreciated that the instructor could seamlessly move through each topic, projects were challenging, and the instructor's feedback gave students reassurance that they could use what they learned in this course to improve their learning and efforts in other courses. Oddly enough, one of the best aspects of the class, group project, was also noted as one of the worst aspects. Students felt that their group could either make this class awesome or awful depending on the focus level, intellectual ability, and enthusiasm of individual group members. To improve, students suggested that discussions be a bit more organic, the instructor set clear guidelines or establish rubrics for assignments, and that the instructor provide an assignment schedule more conducive to group projects. Prospective students should prepare to schedule ample time outside of the classroom to complete fieldwork assignments, work with their group members, and collect research.

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**AS.070.320.01**  
**Anthropology of Time**  
**Juan Obarrio**

Overall quality of the class: 4.47

Summary:

Undeniably, the best aspect of this course was the instructor. Students appreciated his ability to approach a complex topic in an interesting, engaging, and even entertaining way. On the other hand, students did not like the lack of feedback. They suggested that in order to improve, more concrete or graded assignments. This course and particularly this instructor, come highly recommended. Prospective students should expect a philosophy-heavy course that may challenge your current ideologies; be prepared to actively engage in class discussion, as your grade depends heavily on participation.

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**AS.070.335.01**

**Anthropology of Science and Medicine**

**Bican Polat**

Overall quality of the class: 4.11

Summary:

Students appreciated the instructor's investment in the topic and concern for students' comprehension and mastery of the materials. The instructor was considerate of the students' workloads and adjusted readings appropriate. Students also enjoyed the intriguing readings that could often be applied to other subjects/fields of study. Students felt that the end of the course seemed a bit rushed or unstructured, with group discussions morphing into group projects that may not have encouraged comprehension of the course materials. Students made the following suggestions to improve course structure: less, more relevant readings; consistency with assignments and grading; and even study guides to accompany the denser course materials. Even though this course is reading intensive, students recommended enrollment due to the instructor's engagement and that the course content provides a good foundation for future studies in any major.

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**AS.070.445.01**

**Health, Disease, Poverty: New Ethnographies from India**

**Veena Das**

Overall quality of the class: 4.70

Summary:

Students appreciated that this course focused on a topic not readily available in other courses. Students complained about the lack of feedback throughout the course and that the readings could be difficult. However, it was also noted that this is a 400-level course and challenging aspects should be expected. Most students suggested ways to improve class discussion, including that more organic and open discussions where criticism of the literature or alternative opinions should be welcomed. Prospective students should note that this course is designed for Anthropology majors, it is reading-intensive, and your final grade depends heavily on a final, group research project.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
APPLIED MATHEMATICS AND STATISTICS DEPARTMENT**

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

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- 5-Excellent

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**EN.550.100.01  
Introduction to Applied Mathematics and Statistics  
Elie Younes**

Overall quality of the class: 3.97

**Summary:**

The best aspects of this course included the variety of lecturers, and gaining exposure to wide range of interesting subjects. Some students felt that the quality of lectures was sometimes inconsistent, and they would have liked to have graded homework returned to them. A few students also felt that the homework assignments were too difficult for them being that they didn't have any background in the material being covered. Suggestions for improvement included making the lecture material more interactive through in-class activities, and having the lecturers assign homework that's more in line with what was explained during the lecture. Prospective students are recommended this course if they are planning or considering becoming an AMS major.

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**EN.550.111.01-07  
Statistical Analysis I  
Dwijavanti Athreya, Daniel Naiman**

Overall quality of the class: 3.57

**Summary:**

The best aspects of this included informative lecture videos, helpful outside resources, and well-organized lectures. Some students felt that there was too much self-learning required, and that the homework was sometimes unnecessarily long and tedious. Suggestions for improvement included making sure topics covered in homework are covered in lecture beforehand, and having more lecture times instead of discussions. Prospective students are advised that they should definitely buy the textbook, and be prepared for a lot of studying and independent learning.

**EN.550.112.01-04**  
**Statistical Analysis II**  
**Fred Torcaso**

Overall quality of the class: 4.06

Summary:

The best aspects of this course included a knowledgeable instructor who teaches applicable skills in a straightforward manner, and relevant homework assignments. Some students felt that the homework was too time consuming, and that the grading of the assignments could be overly harsh. Suggestions for improvement included less repetitive homework, posting answers to the homework online, and more feedback on the assignments. A few students also suggested adding a syllabus to the class with a clear course schedule of topics that will be covered. Prospective students are advised that the course is challenging but rewarding, and that they should be ready to study outside of class.

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**EN.550.171.01-04**  
**Discrete Mathematics**  
**Beryl Castello**

Overall quality of the class: 3.74

Summary:

The best aspects of the class included the intellectual challenge of the course material, clear and organized lectures, and an excellent introduction to proofs. Some students felt that the exams were disproportionately hard compared to the homework or what was taught in class. A few students also thought that not having a grading curve made the course unnecessarily difficult, especially given the difficulty of the midterms. Suggestions for improvement included a clearer grading system, more of a focus on applications of the mathematics, and midterms that more resembled the homework. Prospective students are advised that the course can be very difficult, and that there is minimal grading curve.

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**EN.550.291.01-02**  
**Linear Algebra and Differential Equations**  
**Prashant Athavale**

Overall quality of the class: 3.83

Summary:

The best aspects of this course included suggested weekly problem sets instead of graded homework which allowed students to work at their own pace, organized course content, and an engaging instructor. Some students felt that not having their grades curved combined with overly harsh grading made for an unpleasant course. A few students also felt that too much of their grade relied on the final exam, and they didn't think they were given enough time to complete it. Suggestions for improvement included having graded homework, making the exams better reflect the style of the problem sets, and

adding a grading curve. Prospective students are advised that they should have a strong background in calculus, and that they should do the suggested weekly problem sets.

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**EN.550.310.01-03**

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

**Fred Torcaso**

Overall quality of the class: 4.05

Summary:

The best aspects of this course included lecture notes being made available online, clear expectations from the instructor, and its focus on the applications of statistics. Some students felt that the homework wasn't graded fairly, and that there was too much material covered at too fast a pace. A few students also felt that there should have been a grading curve, and that too much of the lecture was spent on theoretical material. Suggestions for improvement included spending more time working example problems in class, giving partial credit on exams or offering extra credit opportunities, and adding a grading curve. Prospective students are advised that having a statistics background is helpful, and that the course can move at a fast pace so they should be prepared to keep up.

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**EN.550.311.01-02**

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

**Prashant Athavale**

Overall quality of the class: 3.57

Summary:

The best aspects of this course included well-structured lectures, an engaging instructor who provided clear instruction, and quizzes instead of homework to test student's understanding of the material. Some students felt that there was too much emphasis on proofs over numerical calculations, and that there was too much material covered. A few students also felt that the recommended problems should have had their answers posted as the textbook did not contain them. Suggestions for improvement included making the homework assignments mandatory and giving credit for them, and posting the answers to the recommended problems online. Prospective students are advised that they should attend all the lectures and do the recommended problems, and that a good understanding of calculus is helpful.

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**EN.550.361.01-04**

**Introduction to Optimization**

**Donniell Fishkind**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included an engaging instructor who presented the material in an interesting and intuitive way, and homework that helpful in reinforcing what was taught in class. Some students felt that the instructors use of jargon in his lectures that they found unhelpful, and that there should been more of a focus on the applications of the material. Suggestions for improvement included connecting the material covered in lectures more to a textbook that could be reviewed, or posting lecture notes online. A few students also thought that the course could be improved if there was less memorization expected of them. Prospective students are advised that they should be prepared to memorize a lot of proofs, and that a knowledge of MATLAB is helpful for the homework assignments.

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**EN.550.385.01**

**Scientific Computing: Linear Algebra**

**Gregory Eyink**

Overall quality of the class: 3.44

Summary:

The best aspects of this course included the useful subject matter that students found relevant to many fields of study, the course website which contained many outside references, and a detailed analysis of linear problems. Some students found that the homework was too time consuming, and that the course covered a lot of material too quickly. Suggestions for improvement included working on the pacing of the class, and assigning shorter or less convoluted homework. Prospective students are advised that they should have a strong background in linear algebra, and that knowledge of MATLAB is very important.

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**EN.550.400.01**

**Mathematical Modeling and Consulting**

**Beryl Castello**

Overall quality of the class: 4.57

Summary:

The best aspects of this course included its focus on group projects and presentations, as well as the practical applications of the course material. Some students felt that the grading seemed arbitrary, and the homework overly difficult. A few students seemed surprised by the course's focus on MATLAB coding skills. Suggestions for improvement included adding a textbook, or distributing the course materials (textbook pages, handouts) to the students. Prospective students are advised to have a basic to intermediate understanding of both optimization and MATLAB coding.

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**EN.550.413.01-02**

**Applied Statistics and Data Analysis**

**Minh Hai Tang**

Overall quality of the class: 4.19

Summary:

The best aspects of this course included the professor's deep understanding of the subject matter. Students felt they received a good balance of theory and application, making the course not only interesting but practical. Many students noted that the course was extremely difficult, and that the course and lectures could sometimes be too fast paced. Suggestions for improvement included reducing the amount of material covered, and adding more prerequisites. Prospective students are advised that the course is difficult, but very useful. Prospective students should also be comfortable with linear algebra and matrix theory.

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**EN.550.420.01-04**

**Introduction to Probability**

**Fred Torcaso**

Overall quality of the class: 3.12

Summary:

The best aspects of this course included the interesting subject matter which many students found applicable to their fields of interest. Many students criticized the amount of time given for exams, and the length and difficulty of homework assignments. Suggestions for improvement included a more organized course structure in terms of pacing, and placing more emphasis on explanation and real world application. Prospective students are advised that the course is very difficult, and that it is helpful to have read the textbook before taking it. Prospective students should also have a thorough understanding of calculus.

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**EN.550.427.01-02**

**Stochastic Processes and Applications to Finance**

**Dwijavanti Athreya**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the professor's ability to convey abstract mathematical concepts through the lectures. Some students felt that the course could have included more material given its advanced level. A few students felt that it was too focused on mathematical proofs. Suggestions for improvement included increasing the course's focus on the financial applications of the mathematics. Prospective students are advised to have a basic knowledge of both probability theory and statistics before taking this course.

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**EN.550.430.01-02**

**Introduction to Statistics**

**Daniel Naiman, Dwijavanti Athreya**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the opportunity to work with R coding as it applies to the fundamentals of statistics. Students also noted that the professor was very approachable. Some students felt that the homework assignments could be vague or disorganized. Suggestions for improvement included giving the homework assignments better structure and accuracy. Prospective students are advised that the course is time consuming, and that a background in probability and R statistical software is beneficial.

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**EN.550.433.01-02**  
**Monte Carlo Methods**  
**James Spall**

Overall quality of the class: 3.91

Summary:

The best aspects of this course included the practicality of the subject matter in regards to both future academic and career goals. A few students felt that the lectures needed to focus more on examples in order to illustrate the steps taken to reach some of the more advanced conclusions. Suggestions for improvement included the possibility of shifting the test heavy course to a more project-based approach, highlighting the application of principals learned in class. Prospective students should be advised that experience in MATLAB or R programming is helpful, and that the course is demanding but ultimately rewarding.

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**EN.550.436.01-02**  
**Data Mining**  
**Tamas Budavari**

Overall quality of the class: 3.97

Summary:

The best aspects of this course included the use of a wide variety of tools to introduce the fundamentals of data mining. Some students felt that there could have been more attention focused on the theoretical and mathematical underpinnings of the subject matter. A few students also noted they would have liked to have more timely feedback. Suggestions for improvement included trying to balance the theoretical with the practical aspects of data mining. Prospective students should be advised that a background in Python is helpful, but that the course is also a good opportunity to learn it.

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**EN.550.442.01-02**  
**Investment Science**  
**John Miller**

Overall quality of the class: 4.11

Summary:

The best aspects of this course included its focus on real world situations to convey the subject matter, and the intellectual challenge of the course. Some students felt that the textbook was not helpful, and that the course might be better if it was better organized and more evenly paced. Suggestions for improvement included replacing the textbook, and adding more variety in teaching methods. Prospective students are advised that the course is very challenging and to rigorously prepare for exams.

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**EN.550.443.01**

**Financial Computing in C++**

**Maxim Bichuch**

Overall quality of the class: 4.11

Summary:

The best aspects of this course included the well curated course content that students found to be very valuable. Some students found that the heavy workload and fast pace of the course was too challenging. Suggestions for improvement included streamlining the amount of material covered in the course. Prospective students are advised that the course focuses on coding assignments over exams so a basic knowledge of C++ programming is essential.

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**EN.550.444.01-02**

**Introduction to Financial Derivatives**

**David Audley**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included its straight-forward approach to the subject matter. The students found the subject matter useful and engaging. A few students felt the homework assignments weren't relevant to the material taught in class. Suggestions for improvement included making the material more relevant to current financial markets through the use of real world examples. Prospective students are recommended the course, but advised that reading the textbook and acquiring its solution manual is very helpful.

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**EN.550.446.01**

**Risk Measurement/Management in Financial Markets**

**David Audley**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the course material which students found very useful. Some students felt that more time could have been spent explaining regulatory policies that were found to be confusing. Suggestions for improvement included having more help from the teaching assistants. Prospective students were recommended this course.

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**EN.550.449.01**

**Advanced Equity Derivatives**

**John Miller**

Overall quality of the class: 4.71

This class had 5 or fewer comments.

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**EN.550.461.01**

**Optimization in Finance**

**Rachel Tappenden**

Overall quality of the class: 4.31

Summary:

Students found this course to have been very well paced and organized by their instructor. There was no consensus on the worst aspect of this course, however its early start time was noted. Suggestions for improvement included adding more content to the course. Prospective students were recommended this course.

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**EN.550.463.01**

**Network Models in Operations Research**

**Beryl Castello**

Overall quality of the class: 3.88

Summary:

The best aspects of this course included the lectures which were credited as being clear and interesting. Students also noted that the homework and exams did a great job of assessing the material that was covered in the lectures. A few students found that the TA sections of the course were only tangentially related to the course material, and that the homework was overly difficult. There were very few suggestions or any consensus on what could improve this course. Prospective students are advised to review their knowledge of optimization and MATLAB.

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**EN.550.620.01**

**Probability Theory I**

**Vincent Lyzinski**

Overall quality of the class: 4.80

Summary:

The best aspects of this course included the subject matter that provided a rigorous theoretical background for the concepts of probability, and homework assignments that helped reinforce the material covered in class. Some students felt that there may have been too many topics covered, and that they sometimes were overloaded with assignments. Suggestions for improvement included decreasing the number of homework assignments, or decreasing the number of problems on those assignments. Prospective students are advised that they should have a strong background in real analysis before enrolling in this course.

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

Overall quality of the class: 4.43

Summary:

The best aspects of this course included interesting course material, and an engaging professor that was able to convey complicated material in an accessible way. Some students felt that the textbook was too dense and hard to understand. Suggestions for improvement included offering additional outside resources in addition to the required textbook. Prospective students are advised that they should have a background in both probability and statistics, and that they should be sure to read the textbook before each lecture.

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**EN.550.632.01**  
**Bayesian Statistics**  
**Yanxun Xu**

Overall quality of the class: 3.43

This class had 5 or fewer comments.

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**EN.550.661.01**  
**Foundations of Optimization**  
**Daniel Robinson**

Overall quality of the class: 4.48

Summary:

The best aspects of this course included thorough and well-organized lecture notes, well-balanced course material that covered both the algorithms and the theories behind them. Some students felt that the exams and homework could have been more challenging. Suggestions for improvement included having the difficulty of homework assignments be more in-line with what was taught in class, and making the exams less reliant on memorization. Prospective students are advised that a decent understanding of linear algebra and matrix analysis are necessary before enrolling.

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**EN.550.666.01**  
**Combinatorial Optimization**  
**Amitabh Basu**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

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**EN.550.680.01**  
**Shape and Differential Geometry**  
**Elie Younes**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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**EN.550.681.01**  
**Numerical Analysis**  
**Nicolas Charon**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

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**EN.550.692.01-02**  
**Matrix Analysis and Linear Algebra**  
**Donniell Fishkind**

Overall quality of the class: 4.77

This class had 5 or fewer comments.

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**EN.550.770.01**  
**Topics in Discrete Math**  
**Edward Scheinerman**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
ART DEPARTMENT**

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

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

Overall quality of the class: 4.71

**Summary:**

Students enjoyed taking this course because the instructor was efficient at introducing new skills in a progressive and methodical manner. Students found it fairly easy to keep up with the workload and enjoyed watching their skills improve over the course of the semester. The students did not enjoy the long class time, as the class only meets once a week. To improve the course, students would rather meet twice a week. Additionally, the class seemed cramped at times, so students suggested a larger space. Prospective students do not need prior skills for this introductory course. They should expect to schedule ample time outside the classroom for drawing assignments.

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

Overall quality of the class: 4.92

**Summary:**

This course currently has the highest “Overall quality of the class” score for the Art department. The majority of students responded that this was their favorite course. The instructor comes highly recommended, and the students seemed to have genuine fun while building new and essential skills. Students did not have many complaints, but seemed to agree that the worse aspect is the large amount of time you have to spend outside of the classroom on art projects. As with some of the other art classes, to improve the course, students suggested a more conducive space for completing their in-class work—bigger storage space, fix the heating, and to make the art studio accessible more often.

Prospective students should prepare to schedule ample time outside the classroom for assignments and to budget for art supplies, which can get pricey.

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

Overall quality of the class: 4.75

Summary:

The best aspects of the course included the breadth of subjects and techniques covered. Students felt that they left this course with developed skills and a better artist. On the other hand, students felt the course was a bit unorganized and would have liked more opportunity to focus on completed paintings opposed to sketches. To improve, students suggested longer, in-depth critiques. Prospective students should be prepared to receive constructive criticism, spend plenty of time outside of the classroom working on projects, and should have a basic knowledge of using oils as a medium.

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

Overall quality of the class: 4.75

Summary:

This course encourages students to think “outside the box.” Students enjoyed learning about things that they would not in other courses. As with other courses, students complained most about the cost of supplies and limited classroom space. To improve, students suggested reviewing the objective of critiques at the beginning of the course, more interesting visual aids (movies/video), and to improve the physical space of the classroom. Prospective students should enroll in this course with an open mind. This course is not a technique course, but an opportunity to get creative and innovative.

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**AS.371.151.01**  
**Photoshop/Digital Darkroom**  
**Howard Ehrenfeld**

Overall quality of the class: 4.56

Summary:

If you want to learn all about developing digital photography, then this course comes highly recommended. Students felt as if they left this course with useful, “real-world” skills. Students felt that the course was a bit unorganized and felt rushed at times or as if they did not get enough direct feedback from the instructor. To improve, students would like to receive feedback/graded work throughout the semester to track their progress and to slow down the pace of the course. Prospective

students should be prepared to work and it is recommended that they have their own personal copy of Photoshop.

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**AS.371.152.01**

**Introduction to Digital Photography**

**Howard Ehrenfeld**

Overall quality of the class: 3.70

Summary:

Students enjoyed exploring Baltimore with their cameras the most. They felt as if they were really able to put their developing skills to the test. The instructor was able to not only provide guidance, instruction, and feedback, but also allowed students to create and think independently. The worse aspect of the course is that without the proper software, you are limited to processing your work in the computer lab, which has limited availability. To improve, students suggested spending more time with basic skills and concepts; they also would have liked to start printing earlier in the semester. Although not necessary, it would help prospective students if they had basic photography skills and it also provides a good balance if you have other courses with heavier workloads.

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**AS.371.154.01**

**Introduction to Watercolor**

**Cara Ober**

Overall quality of the class: 4.80

Summary:

The best aspects of this course included the amount of time you get to express and develop your new skills and that assignments are both structured and allow students to direct their own creativity. On the other hand, the amount of freedom afforded in the class also lead students to complain that the course could use a bit more structure and would like to have received more direct feedback from the instructor on technique. To improve, as with other courses, students would have liked better physical spaces to work and a greater variety of assignments to improve technical skills. Students believe this course is great for all levels are artistic ability; however, novice artists should expect to share the classroom with more experienced artists as well.

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**AS.371.155.01**

**Introduction to Sculpture**

**Larcia Premo**

Overall quality of the class: 4.33

Summary:

Students most enjoyed the amount of autonomy and creative freedom in this course. It gives students the opportunity to step out of your comfort zone and work with your hands, something rarely available.

That same independence made many students feel a bit lost; they would have liked more guidance and technical instruction. To improve, many students requested a stricter syllabus and detailed instructions for assignments. Prospective students should prepare to not only learn technical skills, but also use this course as a change from their usual routine. It seems that students left this class not only with new skills but feeling as if the course was therapeutic in nature.

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**AS.371.162.01-02**

**Black and White: Digital Darkroom**

**Phyllis Berger**

Overall quality of the class: 4.75

Summary:

Best aspects of this class include the fieldtrips, the independence to create your own project and room for creative expression, and the individual attention/feedback students receive from the instructor. The only complaint was regarding the long class hours and lengthy tutorials. To improve, students suggested more field work and to increase the computer lab's availability. It may be helpful if prospective students have had experience with Photoshop and digital photography; it was suggested by one student that taking this course in conjunction with or after Photoshop/Digital Darkroom is helpful.

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**AS.371.165.01**

**Location Photography**

**Howard Ehrenfeld**

Overall quality of the class: 4.56

Summary:

The best aspects of this class include the fieldwork and the technical skills developed over the course of the semester. Students listed one-on-one instruction and ample feedback as both good and bad aspects; some students felt left out if the instructor was not able to give them as much feedback. To improve, suggested a more structured environment when in the classroom and clearer expectations. Prospective students do not need prior experience, but familiarity with photography helps.

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**AS.371.202.01**

**Street Photography: Ten Photos, Ten Stories**

**Jennifer Bishop**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

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**AS.371.303.01-02**

**Documentary Photography**

**Phyllis Berger**

Overall quality of the class: 4.82

Summary:

The students appreciated the opportunity to visit parts of the city in which they would otherwise not visit. They felt that the fieldwork and the instructor's enthusiasm were the best aspects of the class. The students did not like meeting for long hours only once a week and sometimes felt overwhelmed with the scope of the projects. To improve, students suggest a standard grading system and organized Blackboard site. Prospective students should not be shy; you have to get out and visit new places and meet new people for the course assignments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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

Overall quality of the class: 4.83

Summary:

The unique and interesting subject matter was one of the best aspects of this course. Additionally students noted that they enjoyed relating course topics and concepts to current events, the various anecdotes and documentaries, guest lectures, and the fact that they are able to explore unique subject that may go unexplored in other courses and forums. The students did not like that the class only met once a week, thus, it had a long class period. Additionally, many students would have preferred to receive more feedback regarding their assignments and papers instead of just their grades. To improve, students suggested that this course be offered in more sections and to drive the course based on students’ progressive interests. Although the students noted that the class has a manageable workload, prospective students should know there is a lot of content covered each week, and there is both a final exam and paper.

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**AS.290.490.01  
Senior Seminar: Behavioral Biology  
Peter Holland, Cynthia Moss**

Overall quality of the class: 5.00

Summary:

The best aspect of this course was the small class environment, where students could hold open discussions in a relaxed atmosphere. They also noted that the instructor was efficient in guiding the discussion and providing feedback. The worst aspect was that the class met early in the morning, thus the only improvement noted was that it should be moved to start later in the day. Prospective students

can anticipate the typical workload expected of a one-credit course, and they should come to class prepared for discussions.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.020.103.01-02**

**Freshman Seminar: The Human Microbiome**

**Tegan Feehery**

Overall quality of the class: 4.29

Summary:

The best aspects of this class were the interesting subject matter, that the instructor engaged students during lecture, class debates, and a fair grading system. Students often noted the amount of scientific reading as the worst aspect of the class. To improve, students most often noted a need for an introduction, readers guide, or definition of terms in order to prepare and dissect reading assignments. Prospective students should expect to leave this class with a good foundation to read and interpret scientific papers. It is not assumed that prospective students will have prior biology knowledge, but it would be helpful.

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**AS.020.104.01**

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

**E. Moudrianakis**

Overall quality of the class: 4.14

Summary:

This class offers students the chance to approach topics in biology from different perspectives. That approach and the student’s power to drive class discussion through their presentations are noted as the best aspects of this course. However, students did complain that often lectures/discussions seemed to be dull or drawn-out. To improve, students suggest using updated source materials that are more engaging and that this class would work better as two weekly class periods instead of one long one. Prospective students should be prepared to complete the lofty reading assignments and be comfortable giving an oral presentation. Expect interesting discussions that approach the course content, from the perspective of various academic fields, like philosophy, biology, psychology, sociology and many more.

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**AS.020.105.01-02****Freshman Seminar: The RNA World: from the origins of life to modern genomes****Melissa Mefford**

Overall quality of the class: 4.03

## Summary:

There were many, but some of the best aspects of this class included covering material applicable to current research, the use of different and interesting teaching mediums (such as videos), and that the instructor approaches this specific topic an inclusive and knowledgeable way. Students seemed to really enjoy this class. However, even though students' appreciated the teacher's ability to get the class to relate to the subject matter, lectures were often noted as dull or boring. To improve, students suggested that the instructor incorporate interactive components to make the lectures more interesting and engaging. It is assumed that prospective students should understand the basic principles of biology. However, students noted that this is a completely acceptable and manageable course for non-science majors.

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**AS.020.106.01****Freshman Seminar: Tuberculosis****Robert Horner**

Overall quality of the class: 3.27

## Summary:

The best aspects of this class were the discussion-based class periods, which allowed for a low-stress learning environment, and the freedom to research a paper of one's choice. The worst aspect of the course seems that some of the material was too advanced for a freshman student to easily approach or dissect. To improve, students suggested providing reading guides, vocabulary lists, and other tools that would help them absorb the complex material covered in reading assignments and given in lectures. It is assumed that prospective student will have basic biology knowledge, which is essential in comprehending many of the reading assignments. Additionally, future students should know that the course focuses on the molecular biology of tuberculosis rather than its public health implications.

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**AS.020.111.01****Freshman Seminar: The "Nobels" in Medicine and Chemistry****Ludwig Brand**

Overall quality of the class: 3.78

## Summary:

Students appreciated that they were able to present on a topic of their choosing and that there was a fairly light workload. The worst aspect, which happens in many seminars, is that the pace and overall quality of the class is driven by the student's motivation and amount of work they put into their

presentations/discussions. To improve, students suggest receiving more feedback throughout the semester and more in-class activities. Prospective students can expect to have a great amount of independence; this class is really what you make it.

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**AS.020.124.02**

**Environmental Biomes: Maryland Zoo Penguin Coast  
Forrest Spencer, James Taylor**

Overall quality of the class: 4.29

Summary:

The best aspect of this course was the fieldwork conducted at The Maryland Zoo. It conducted a great overview of modern laboratory technologies and the students were able to gain knowledge through their lab work (as opposed to a textbook or long lecture). The students complained the most that even though this is one-credit class, there was a lot of course work, including homework assignments, labs, and field research. To improve, students suggest that the course meet twice a week and be offered as two- or three-credit class in which the field work continues throughout the entire semester. Although this class is noted as being very interesting and fun, it is also challenging and requires independent work ethic, data analysis, and knowledge of basic biology.

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**AS.020.135.01-02**

**Project Lab: Phage Hunting  
Emily Phisher, Joel Schildbach**

Overall quality of the class: 4.79

Summary:

The best aspect of this class is that it gives students lab experience and the opportunity to conduct novel research as a freshman. The worst aspect is that it is very time consuming; prospective students should expect to spend plenty of time outside of the classroom in the lab and conducting research. To improve, students suggested more opportunity to conduct lab work and that a full lab manual would help when conducting lab work. Prospective students should expect a steep learning curve at the beginning of the semester.

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**AS.020.141.01**

**Special Opportunities in Undergraduate Learning: Genetic Basis of Disease  
Kristie Wrasman**

Overall quality of the class: 4.09

Summary:

Students appreciated the opportunity as freshman to learn in-depth about an interesting and contemporary topic. The workload is light, and the lectures were clear and informative. The worst aspect was that the class time was short, which prevented the class from diving too deep into any

specific topic. To improve, students suggest that this class meet more often to allow for opportunities to discuss topics in-depth. Because the class only meets once a week, future students should plan on keep good attendance; you do not need prior knowledge to succeed in this course.

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**AS.020.151.01-02**

**General Biology I**

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

Overall quality of the class: 3.97

Summary:

Students appreciated the wide variety of resources from which they could study, including the instructor's lectures posted online, a textbook, and other strong academic support systems (such as clear instructions and an instructor who is readily available for help). The worst aspect of the course seemed to be the exams. Students felt that the assignments did not coincide with exams, that exams did not test what they actually learned in class, and even noted they felt "tricked" or that questions "came out of left field." To improve, students suggest providing study guides for exams and implementing mandatory teaching assistant sessions in order to better prepare for exams. Prospective students should note that although you do not have to be a pre-med student to take this course, it is taught in a manner that is geared toward those students. It's considered a typical 100-level science course having a heavy workload.

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**AS.020.153.01-06**

**General Biology Laboratory I**

**Rebecca Pearlman**

Overall quality of the class: 4.26

Summary:

The best aspects about this class included students' opportunity to apply the theoretical knowledge learned in lecture in a lab setting. Additionally, students noted that the labs and assignments were unexpectedly engaging, interesting, and fun, including a trip to The Maryland Zoo and a semester-long project. Students most often cited the grading scale as the worst aspect of the class. To improve, students suggest reconsidering the grading scale and to make sure the labs coincide with what the students are learning in lecture. Prospective students should enroll in this course along with or directly after General Biology I. Although this course has a moderate-to-heavy workload, if you took advanced AP or IB science courses in high school, then this course will feel like an advanced review.

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**AS.020.161.01**

**Biology Workshop I**

**Rebecca Pearlman**

Overall quality of the class: 4.21

Summary:

The best aspect of this class was the variety of current topics and breadth of material covered during lecture and discussion was the best aspect of this class. Students felt as if they were exposed to varying topics in biology, that they were able to conduct hands-on, independent research, and that the class discussion progressed based on student concerns and interests regarding biology in today's society. Students noted that the worst aspect of the course was that they only met for class once a week and that at times, there was a lack of continuity between the covered content. To improve, students only suggested that the class meet more often and maybe the option to change their research group mid-semester. You do not need any prior biology knowledge to succeed in this class. Prospective students should be prepared to actively participate in class discussions and expect the typical workload for a one-credit course.

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**AS.020.243.01**

**Proteins, Genetics, and Human Diseases**

**Derek Prosser**

Overall quality of the class: 4.67

Students enjoyed the lecture-lab combination of this course. They appreciated the opportunity to participate in innovative, relevant research. Students noted the heavy workload as the worst aspect of this course. Even without exams, the labs can be long and the problem sets difficult, which many students noted as overwhelming at times. To improve, students suggested providing comprehensive lecture notes from which to study and that the instructor should give more guidance for problem sets and labs. Prospective students should note that this course assumes that you have mastered the foundational concepts of biology and have been exposed to some basic lab techniques. Additionally, future students should take note of this course's heavy workload when scheduling their classes for the semester.

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**AS.020.303.01**

**Genetics**

**Kyle Cunningham, Emily Fisher, Myles Hoyt**

Overall quality of the class: 3.70

Summary:

The best aspects of this course were the interesting subject matter, the textbook was useful throughout the course, and the instructors were helpful, well-organized, and presented engaging lectures. Students noted that most of the instructors were able to keep their interest throughout the semester by covering topics linked genetics to recognizable disease and mutations. The worst aspects of the course included the challenging assignments, the high amount of self-teaching/outside research, the emphasis on memorization, and that students often felt like exams did not test them on the knowledge they recently acquired. Prospective students should note that although this course has a moderate-to-heavy workload (especially if you are simultaneously enrolled in the accompanying lab course), grading is fair, and the course is paced in a way that makes it difficult to fail if you are a dedicated student. Students noted that

it may be helpful if future students had already taken a higher-level biology course before enrolling in this course.

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**AS.020.305.01**

**Biochemistry**

**Emily Fisher, Vincent Hilser, Christian Kaiser, Young-Sam Lee, Kathryn Tiftt Oshinnaiye**

Overall quality of the class: 4.17

Summary:

The recitation sessions, problem sets, and other MCAT or study preparation tools and resources were noted as the best aspects of this course. They felt that the course was well-organized, the lectures succinct, recorded, and available to students as study tools, and that the instructors were approachable and engaging. Although the students enjoyed the instructors, having multiple instructors throughout the semester disrupted the continuity of the course. Students also noted that the large amount of exams (one student noted four exams before the final) was overwhelming. To improve, students suggested decreasing the amount of instructor or that the instructors make a greater effort in making a smooth transition between them. This course assumes that future students have taken lower-level biology classes; more specifically, it may be beneficial if prospective students have taken an organic chemistry course. This is a challenging and competitive (considering the grading curve) course, so prospective students should consider their overall workload and have good study habits when enrolling in this course and its accompanying lab.

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**AS.020.315.01–10**

**Biochemistry Laboratory**

**Robert Horner**

Overall quality of the class: 3.16

Summary:

Students noted the following as best aspects of the course: interesting and informative lab work, the lab syncs closely with the lecture, the teacher assistants were awesome. An overwhelming majority of the students cited the grading scale as the worst aspect of this course; they described the scale as “archaic,” “unreasonably difficult,” “ridiculous,” and “extremely unfair.” To improve, students suggested developing a better grading system. Prospective students should enroll in this course either in conjunction with or after the accompanying lecture and expect a heavy workload. Students noted that an alternative course to fulfill this requirement may be the Protein Engineering Lab, and that it would be helpful if students who plan to enroll have knowledge of lab instrumentation, pipetting technique, and generally been exposed to a lab setting.

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**AS.020.329.01**

**Microbiology**

**Jocelyne Diruggiero, Emily Fisher**

Overall quality of the class: 4.21

Summary:

The best aspects of this course were the lighter workload, knowledgeable instructors, and that the reading and assignments complimented each other for greater comprehension. The worst aspects of this course seem to be that lectures could be dull at times and that the second half of the course was harder to follow. To improve, students suggested a more cohesive course structure and clearer introductions to topics and reading assignments. It is assumed that prospective students have knowledge of biochemistry, genetics, and cell biology.

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**AS.020.334.01**

**Planets, Life and the Universe**

**Jocelyn Diruggiero, Naomi Levin, Colin Norman**

Overall quality of the class: 3.97

Summary:

The best aspect of this course was that students take a multi-disciplinary approach to the course material and concepts via inter-departmental guest lectures. The lectures were engaging and the course content interesting. Two of the worst aspects were that the lectures were at times difficult to digest that the grading of exams and assignments seemed inconsistent. To improve, students suggested more opportunities for feedback and better organization. Prospective students should expect a typical workload for a 300-level course. They should also note that the exams were based on lecture material, so good attendance and notetaking practices are essential to successfully passing this course.

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**AS.020.340.01–03; 05–07**

**Genetics Laboratory**

**Carolyn Norris**

Overall quality of the class: 3.93

Summary:

There are many sections for this course, which greatly impacted students' impressions of this course. However, it seems that the best aspects of the course included the opportunity to perform focused and continuing research using molecular biology lab techniques. Worst aspects include that the course seemed disorganized and experiments often failed. To improve organization students suggested cutting down on last-minute changes and that instructors provide timely announcements and better communication/clarity. Prospective students should expect a lighter workload as compared to other lab course; they should enroll in this course either in conjunction with or directly following the accompanying lecture.

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**AS.020.360.01**

**Gene Regulation during Development and Disease**

**Robert Johnston**

Overall quality of the class: 5.00

Summary:

Students enjoyed the opportunity to participate in this seminar-style, discussion-based science course. They noted that the discussions were engaging, and gave the instructor high praises. There weren't any overarching bad aspects of the course except for individual angst. However, students suggest that more opportunities for review, either from practice exams or review session, would have been helpful. Prospective students should note that although small and with a lighter workload, this class is challenging. They should expect intensive reading assignments, which afford them the ability to come to class prepared to contribute to class discussion.

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**AS.020.379.01**

**Evolution**

**Carolyn Norris**

Overall quality of the class: 4.29

Summary:

The best aspects of this course were the interesting topic and engaging instructor. The worst aspect was disorganization. Students often could not follow lectures effectively, the course often deviated from the syllabus (although the instructor is noted as being accommodating to students due to last-minute changes), and at times reading assignments felt irrelevant. To improve, students suggest that the instructor make her best efforts to stay organized on schedule. Prospective students should expect a steep learning curve at the beginning of the semester if they have yet to master the basics of biology, and more specifically, genetics.

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**AS.020.380.01**

**Molecular Biology**

**Karen Beemon, Carolyn Greider, E. Moudrianakis, David Zappulla**

Overall quality of the class: 3.63

Summary:

The best aspect of this course is that you approach molecular biology from a variety of academic perspectives. You will not only gain knowledge of contemporary concepts and research in microbiology, but learn the history of the field, as well. It was also a perk to receive instruction from a Nobel prize-winning instructor. Although the multi-disciplinary approach was noted as a best aspect, it also made the course feel disjointed and students had to re-adjust to each instructor's teaching style and exams. Additionally, students felt that either there was not enough feedback or that instructors were slow to return graded assignments. To improve cohesion, students suggested that the course utilize a text that can be taught throughout the semester and relevant to each instructor's section. Prospective students should note that there is a curved grading system and previous cell biology knowledge is assumed.

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**AS.020.420.01**  
**Build-a-Genome**  
**Joel Bader, Karen Zeller**

Overall quality of the class: 4.67

Summary:

This is a great introductory course for students interested in wetlab research and synthetic biology. Students noted that the best aspect of the course was the opportunity to work independently. The worst aspect is the heavy workload, assignment instructions could be confusing at times, and students seemed to receive less feedback than what they were accustomed. There were not many suggestions for improvement, but a few students noted that they would have liked more time to work independently. Prospective students should have a strong background in molecular biology and be prepared to schedule plenty of time outside of the scheduled class time for independent research.

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

Overall quality of the class: 4.63

Summary:

The best aspect of this course is the ability to help lower-level biology students, which in turn helped them review their own knowledge. The worst aspect was the scheduling; students missed mentor meetings often. To improve, students suggested turning the shorter meetings into emails and to instill practices that would address accountability. Prospective students should expect weekly assignments, and it is recommended for students who took General biology at JHU (as opposed to students transferring those credits).

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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

Overall quality of the class: 3.40

This class had 5 or fewer comments.

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

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**EN.580.111.11**  
**BME Modeling and Design**  
**Eileen Haase, Elizabeth Logsdon, Joseph Stayman**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**EN.580.111.12**  
**BME Modeling and Design**  
**Eileen Haase, Xingde Li, Elizabeth Logsdon**

Overall quality of the class: 3.75

This class had 5 or fewer comments.

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**EN.580.111.13**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Feilim Macgabhann**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**EN.580.111.14**

**BME Modeling and Design**

**Warren Grayson, Eileen Haase, Elizabeth Logsdon**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

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**EN.580.111.16**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Aleksander Popel**

Overall quality of the class: 3.80

This class had 5 or fewer comments.

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**EN.580.111.17**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Sridevi Sarma**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

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**EN.580.111.18**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Reza Shadmehr**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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**EN.580.111.19**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Jeff Siewerdsen**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

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**EN.580.111.20**

**BME Modeling and Design**

**Harry Goldberg, Eileen Haase, Elizabeth Logsdon**

Overall quality of the class: 3.60

This class had 5 or fewer comments.

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**EN.580.111.21**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Alexander Spector**

Overall quality of the class: 3.00

This class had 5 or fewer comments.

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**EN.580.111.23**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Rene Vidal**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

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**EN.580.111.24**

**BME Modeling and Design**

**Eileen Haase, Elizabeth Logsdon, Xiaoqin Wang**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

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**EN.580.111.26****BME Modeling and Design****Eileen Haase, Elizabeth Logsdon, Kevin Yarema**

Overall quality of the class: 3.33

**Summary:**

The best aspects of this course included the hands-on learning opportunities, engaging lectures, and the field trip to Six Flags. Some students felt that working in groups led to situations where some students had much larger workloads than others because of other member's lack of contribution. Suggestions for improvement included having more scheduled meetings with their advising instructors, and there being repercussions for teammates who don't contribute an even share of the work. Prospective students are advised that working as a part of a team is important, and that peer reviews are a significant portion of their grade.

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**EN.580.111.28****BME Modeling and Design****Eileen Haase, Elizabeth Logsdon, Kechen Zhang**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

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**EN.580.221.01-05****Molecules and Cells****Eileen Haase, Feilim Macgabhann, Kevin Yarema**

Overall quality of the class: 3.75

**Summary:**

The best aspects of this course included intellectually challenging material taught through engaging lectures, and the wide variety of subjects covered. Some students felt that the course was disorganized, with exams that didn't reflect what was taught in lecture, and a lack of online resources. Students also felt that the lectures went too fast at times, and that there wasn't enough time allotted to complete the midterm. Suggestions for improvement included having a single instructor teach the class, as students felt it hard to adapt to the different teaching styles of the 3 instructors. Other students suggested making available answers to past tests and homework, clearer expectations, and covering less material. Prospective students are advised that prior knowledge in AP Biology is assumed, and that they may want to review their old biology notes before taking this course.

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**EN.580.311.01****BME Design Group****Robert Allen, Elizabeth Logsdon**

Overall quality of the class: 3.42

Summary:

The best aspects of this course included working as a team to build something practical, and gaining real-world design experience using their engineering skills. Some students felt that too many deliverables being expected got in the way of them doing work on their projects. A few students also felt that the grading sometimes felt arbitrary, and that feedback from the different instructors was sometimes inconsistent. Suggestions for improvement included being given more group work time, and fewer written assignments. Prospective students are advised that they should be prepared to commit a lot of time to this course, but that they will leave the course having learned valuable skills.

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

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

**Michael Beer**

Overall quality of the class: 3.94

Summary:

The best aspects of this course included its intellectually challenging subject matter that was presented in an accessible way by the instructor, and gaining a better understanding of the physical world. Some students felt that the course could have been better served by the instructor writing the math out on the blackboard rather than using PowerPoint slides. Students also felt that the exams were overly difficult, and that the textbook was found to contain errors. Suggestions for improvement included assigning homework that better represented what will be on the exams. Students also suggested that recording the lectures for them to review later would be helpful. Prospective students are advised to use the textbook to study for the exams, and to be prepared for a heavy time commitment.

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#### **EN.580.411.01**

##### **BME Design Group**

**Robert Allen, Elizabeth Logsdon**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included creative freedom in choosing a project, and being able to work as a team to design a medical device with real-world application. Some students felt that the amount of deliverables due interfered with the work they were doing on their projects. Students also thought that the feedback they received from the instructors was sometimes conflicting. Suggestions for improvement included being given a clearer timeline, less deliverables, and more time to work on their project. Prospective students are advised that the course is time consuming but rewarding, and that they will only get out of the class what they are willing to put in to it.

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#### **EN.580.413.01**

**Design-Team, Team Leader**  
**Robert Allen, Elizabeth Logsdon**

Overall quality of the class: 4.43

Summary:

The best aspects of this course included the hands-on application of the students' engineering knowledge, and working in a team setting. Some students felt that feedback could be confusing coming from 3 instructors, and that the workload was too heavy. Suggestions for improvement included more consistent feedback, and fewer deliverables. Prospective students are advised that this course is a lot of work, but that the experience is a valuable one.

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**EN.580.421.01-04**  
**Systems Bioengineering I**  
**Lawrence Schramm**

Overall quality of the class: 3.86

Summary:

The best aspects of this course included the subject matter that was kept fresh by having multiple lecturers, and homework being ungraded. While some students appreciated the lack of required homework, other students found that it made the course more difficult because of a lack of feedback and grades. A few students felt that having to adapt to the teaching styles of the different lecturers was challenging. Suggestions for improvement included grading homework or having weekly quizzes, and covering fewer topics. Prospective students are advised that the course requires self-motivation, and they should complete all the homework assignments, even if they aren't graded.

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**EN.580.423.01-04**  
**Systems Bioengineering Lab I**  
**Eileen Haase**

Overall quality of the class: 3.80

Summary:

The best aspects of this course included the opportunity to apply the material learned in Systems Bioengineering, and interesting lab projects. Some students felt that the labs and lab report could be over long, and the grading system was unclear and inconsistent. Suggestions for improvement included more comprehensive pre-lab sessions, and making sure the lab equipment is in functioning order. A few students also suggested not killing as many frogs, especially when the data being gathered wasn't necessary. Prospective students are advised that they should get a good lab partner earlier, and that they shouldn't be too squeamish about using frogs.

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**EN.580.429.01-04**  
**Systems Bioengineering III**

**Joel Bader**

Overall quality of the class: 3.70

**Summary:**

The best aspects of this course included exams that reflected the work done on homework assignments, and subject matter that was presented in an easy-to-follow way. Some students felt that the lectures seemed pointless being that what was discussed did not show up on the exams. A few students also felt that the information, including the homework, was repetitive. Suggestions for improvement included using a 'clicker' in order to improve attendance, and applying more structure to the teaching of the more abstract concepts. Other students even suggested making the class more challenging. Prospective students are advised to keep up with the homework, as the exams are based off the material found on them.

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**EN.580.431.01****Introduction to Computational Medicine I****Michael Miller, Raimond Winslow**

Overall quality of the class: 3.12

**Summary:**

The best aspects of this course included applying theoretical knowledge acquired in other courses to project applicable to the real world, working in groups, and the broad range of topics covered. Some students felt that the course was poorly organized, and that each section having a separate instructor made the course disjointed. A few students also felt that the difficulty of the course and its assignments was inconsistent. Suggestions for improvement included distributing the workload more evenly across the semester, and a better overall course structure. Prospective students are advised that the course is very time consuming, and that they should have a background in a wide range of advanced mathematics.

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**EN.580.441.01****Cellular Engineering****Jordan Green, Kevin Yarema**

Overall quality of the class: 3.53

**Summary:**

The best aspects of this course included the cutting edge subject matter taught by enthusiastic instructors, and the opportunity to work on their MATLAB skills. Some students felt that the course relied too much on memorization of material that seemed arbitrary at times, and that the homework assignments didn't relate to what was covered in class. A few students also felt that the course was poorly organized with lectures that were sometimes confusing to follow. Suggestions for improvement included giving more instruction on MATLAB, and focusing the lectures so there isn't as much extraneous information. Prospective students are advised that they should start early and spread out the work across the semester, and that a background in MATLAB is essential.

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**EN.580.451.01-02**

**Cell and Tissue Engineering Lab**

**Eileen Haase**

Overall quality of the class: 4.42

Summary:

The best aspect of this course was the hands-on experience that exposed students to a variety of different lab types. Some students felt that the lab reports took too long, and having to lose time in lab waiting to use the microscopes. Suggestions for improvement included more guidance in the form of recorded lectures or more opportunities to meet with the teaching staff. Prospective students are advised to start early on their lab reports.

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**EN.580.456.01**

**Introduction to Rehabilitation Engineering**

**Scott Paul**

Overall quality of the class: 4.07

Summary:

The best aspects of this course included the guest lecturers that covered a good variety of topics, and the opportunity to shadow doctors while they interact with patients. Some students felt that what was expected of them was sometimes unclear, and that they weren't provided with enough guidance during their team project. Suggestions for improvement included distributing the course workload more evenly over the semester, and giving the class a more cohesive structure. A few students also suggested that the course would be improved if they had more direct interaction with the main instructor. Prospective students are advised that participating in class is necessary in order to fully engage with the subject matter.

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**EN.580.471.01-02**

**Principles of Design of BME Instrumentation**

**Nitish Thakor**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**EN.580.472.01**

**Medical Imaging Systems**

**Jerry Prince**

Overall quality of the class: 3.78

This class had 5 or fewer comments.

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**EN.580.581.01**  
**Senior Design Project**  
**Robert Allen**

Overall quality of the class: 3.40

This class had 5 or fewer comments.

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**EN.580.602.01**  
**Special Topics in Bioengineering Innovation and Design**  
**Soumyadipta Acharya**

Overall quality of the class: 4.09

This class had 5 or fewer comments.

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**EN.580.607.01**  
**Regulation of Medical Devices**  
**Soumyadipta Acharya**

Overall quality of the class: 3.57

Summary:

The best aspects of this course included the guest speakers from the FDA who provided insight into the regulatory process, and the opportunities for students to make networking connections. Some students felt that the lectures were overlong, and that the quality of speakers was inconsistent. A few students also found having the 3 hour class at the end of the day made the lectures hard to sit through. Suggestions for improvement included making the course more interactive, rescheduling it to earlier in the day, and diversifying the fields in which the guest speakers specialize. Prospective students are advised that no background is necessary, and while it's not the most exciting course it is worthwhile.

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**EN.580.611.01**  
**Medical Device Design and Innovation**  
**Soumyadipta Acharya**

Overall quality of the class: 4.09

Summary:

The best aspect of this course was the course material which students found to be extremely applicable to a career in the medical industry. Some students felt that the course lacked structure, and tight deadlines. Suggestions for improvement included more interaction between the groups and faculty. Students also suggested having the talks focus on more practical topics. Prospective students are advised to take good notes or record the lectures.

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**EN.580.619.01**

**Bioengineering Innovation and Design – Global Health**

**Soumyadipta Acharya**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the clinical immersion trip, and the general exposure to the global health experience. Some students felt that there wasn't enough guidance, and that the guidance they did receive was sometimes confusing because it was coming from multiple sources. Suggestions for improvement included more guidance, including more transparent goals, and in general having their mentors be on the same page. Prospective students are advised that they should have their project plan ready early, and it should be a project they're really interested in.

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**EN.580.623.01**

**Insight Informed Innovation II**

**Brandon Craft, Paul Fearis**

Overall quality of the class: 4.79

This class had 5 or fewer comments.

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**EN.580.625.01**

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

**Paul Fuchs, Elisabeth Glowatzki**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**EN.580.641.01**

**Cellular Engineering**

**Jordan Green, Kevin Yarema**

Overall quality of the class: 3.92

Summary:

The best aspects of this course included the breadth of material covered, discussion of cutting edge cell engineering techniques, and the group project. Some students felt that the class being taught by two professors sometimes caused the lectures to lack continuity. A few students also felt that there was too much information covered in too short a period of time. Suggestions for improvement included making the course more coherent in terms of the topics covered by the two instructors. Prospective students are advised that familiarity with MATLAB is important, and that the course gives a diverse overview of its subject matter.

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**EN.580.643.01**

**Advanced Orthopaedic Tissue Engineering**

**Warren Grayson**

Overall quality of the class: 3.63

Summary:

The best aspects of this course included the guest lecturers from clinicians, and the interesting subject matter. Some students felt that they didn't get enough feedback from the instructors, and that the course was sometimes disorganized. A few students also felt that lectures would sometimes end with no conclusion leaving them more confused than they were at the beginning. Suggestions for improvement included providing a more organized structure to the lectures. Prospective students are advised that the course is both creative and challenging, and that they should bring with them a strong tissue engineering background.

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**EN.580.738.01**

**Advanced Seminars in Cardiac Electrophysiology and Mechanics**

**Natalia Trayanova**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**EN.580.771.01-02**

**Principles of the Design of Biomedical Instrumentation**

**Nitish Thakor**

Overall quality of the class: 3.55

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.250.205.01-04  
Introduction to Computing  
Ana Damjanovic**

Overall quality of the class: 3.99

Summary:

The best aspect of this course was that students felt as if they were learning brand new and practical skills. They found the subject matter interesting, including learning various programming languages and how they can apply their new skills in other subjects. The worst aspect of the course is that students felt it moved at a fast pace, which can be a bit overwhelming when learning about something entirely new. To improve, the instructor should slow down the pace of lectures. Having previous knowledge about computer programming may be helpful for prospective students, but not necessary. Students noted this as a fun class with a light-to-moderate workload.

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**AS.250.253.01-02  
Protein Engineering and Biochemistry Lab  
Carolyn Fitch**

Overall quality of the class: 3.90

Summary:

Students noted that the best aspect of this class was that students were able to conduct interesting, unique, and in-depth research. The worst aspect of the course was the instructor’s slow turnaround for feedback/graded assignments. This aspect prompted students to feel that the course was a bit disorganized. To improve, students suggested creating a system that would allow for prompt feedback from the instructor and clearer instructions for assignments. Prospective students should note that although this course comes recommended, it has a heavy workload and you will need prior biochemistry/biology knowledge in order to succeed.

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

Overall quality of the class: 4.62

Summary:

Overall, students enjoyed the small class size and that the integration of computer labs with the lectures. One of the worst aspects of this course was that the students and instructor had to overcome some physical, technological barriers and the students felt that the quizzes were more punitive than informative on how you are progressing in the course. To improve, students suggested that there be fewer quizzes or more in-depth quizzes that really tested their knowledge. Although this course has an expected workload, keeping up with the reading, assignments, and general pace of the course is essential or one will fall behind quickly. Additionally, students should have a strong biology and chemistry academic background.

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**AS.250.345.01**  
**Cellular and Molecular Physiology**  
**Richard Cone**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included learning about new concepts and being encouraged to think about them in critical and innovative ways. Students complained most about not have a centralized text or resource. To improve, students suggested using a central textbook or to add more readings to compliment the lectures and for studying purposes. Prospective students should have general biology and physics knowledge and be prepared to take good notes as you will cover a lot of information over the course of the semester.

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**AS.250.351.01**  
**Reproductive Physiology**  
**Richard Cone, Barry Zirkin**

Overall quality of the class: 4.50

Summary:

The best aspects of this class included the instructor's engaging, interactive, and interesting lectures and that the class allows students to learn about a specific topic in-depth. They enjoyed the guest lecturers and that the assignments and exams were straightforward and fair. However, they also noted that the incredibly long class hours are rough and that there are not many opportunities for feedback/graded material. To improve, students suggested more reading/supplementary resources, more information about the female reproductive system, as it seems that the class leaned more toward male physiology, and either more graded assignments or practice exams. Prospective students with a strong biology

background will find it easier to succeed in this course. Additionally, prepare to have good attendance as you can easily fall behind in a class that only meets once a week.

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**AS.250.353.01**

**Computational Biology**

**Patrick Fleming**

Overall quality of the class: 4.52

Summary:

The best aspects of this class included learning a unique topic, the interesting labs, and that the instructor pushed the students not only to memorize but be able to understand and apply the concepts he taught. The worst aspect of this course is that it can be difficult for those without prior computer science knowledge. To improve, the students suggested providing additional guides for background knowledge on coding, and that lectures should continue to coincide or with labs throughout the semester. Prospective students may find this class a bit easier if they have prior computer science knowledge, but it is not necessary in order to succeed in this course. Students also noted that some biochemistry knowledge may also be useful.

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**AS.250.372.01**

**Biophysical Chemistry**

**Doug Barrick**

Overall quality of the class: 4.14

Summary:

Students felt that the instructor was able to tackle a complicated subject matter in accessible, new, and engaging ways. Additionally, students also noted that the review classes before exams were helpful. Students complained that at times the problems sets did not necessarily correspond to what was learned in lecture and that the text had errors. To improve, students suggested that the instructor provide more clarity on grading, and that maybe a lab should accompany the course. In order to succeed in this class, prospective students should have experience with advanced math and be prepared to purchase and use the textbook.

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**AS.250.383.01**

**Molecular Biology Laboratory**

**Carolyn Fitch**

Overall quality of the class: 4.83

Summary:

Students enjoyed the small class size, and therefore the engaging and informative discussions conducted between the students and the instructor were cited as one of the best aspects of the course. The worst aspects included the long class period and that it felt disorganized at time (which may stem from the

fact that this is a fairly new course). To improved, students suggested providing a lecture to accompany the lab and more one-on-one instruction or more in-depth lab guides. Students wanted to let prospective students know that this a great class for seniors with a strong background in biology and biophysics who want to expand their research techniques and knowledge.

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**AS.250.401.01**

**Advanced Seminar in Structural and Physical Virology**

**Bertrand Garcia-Moreno**

Overall quality of the class: 4.80

Summary:

The best aspect of this course was its engaging, fun, and laidback nature. Students seemed to enjoy not only the course materials but the opportunity for interactive discussion with their instructor and peers. The worst aspects were noted as the hefty amount of reading and that the students lacked feedback regarding their progress throughout the semester. To improve the course and in order to track their progress, students suggested more feedback/graded assignments to accompany the lively discussions and class participation aspect of the course. This course comes highly recommended for upperclassmen who are science majors. It is assumed that prospective students will have a strong biochemistry and biophysics background.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LANGUAGE EDUCATION  
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

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**AS.375.115.01-02  
First Year Arabic  
Barra Rajab**

Overall quality of the class: 4.96

**Summary:**

The best aspects of this course were the interactive learning environment, straight-forward assignments and expectations, and learning not only the language about the culture, as well. The worst aspect of the course was its pace. Students often noted that not only did they move through the material quickly, the instructor’s lectures were often presented at a fast pace. To improve, students suggested that instructor slow down the pace of each course, and give more attention to grammar skills. Prospective students should note that although the instructor and grading system were cited as very fair, this class has a heavy workload. Students who plan to enroll in this introductory course should plan for that when enrolling in other courses.

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**AS.375.215.01-02  
Second Year Arabic  
Sana Jafire**

Overall quality of the class: 4.53

**Summary:**

The best aspect of this course was its structure. Not only did the instructor provide a clear schedule and functional routine, the course content progressively builds on the skills gained in First Year Arabic. The worst aspect is that some students felt as if they would have benefited from more feedback on assignments. To improve, students suggest spending more time with practicing—either with native speakers, spending more time on grammar, and engaging in more listening exercises. Prospective students are expected complete homework daily and spend a lot of time outside class studying and

practicing their skills. It is assumed that future students will have at least a First Year Arabic fluency level prior to enrolling in this course.

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**AS.373.301.01**  
**Third Year Arabic**  
**Baraa Rajab**

Overall quality of the class: 4.67

Summary:

The best aspects of this course were the small class size, and the instructor's helpful and engaging interactions with the students. Students noted that the instructor was receptive to the classes' progress as a whole and adjusted the course content accordingly. They also enjoyed opportunities to learn relevant skills, like listening and comprehending news presented in Arabic. The worst aspects of this course were its heavy workload and that the content is very challenging. To improve students suggested more time practice conversation in class and more opportunities to practice before exams. Prospective students are assumed to have a solid foundation in Arabic. This course is intense but fair, so future students should be prepared to work hard and stay dedicated in order to succeed.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LANGUAGE EDUCATION  
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

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**AS.373.111.01  
First Year Heritage Chinese  
Jin Yin**

Overall quality of the class: 4.50

Summary:

The best aspect of this class was that students were able to cover all aspects of language skills, including speaking, listening, writing, and reading all while learning about Chinese culture and history. The worst aspects of the course were the weekly quizzes. To improve, the students suggested that instructor provide a bit more feedback on assignments, and that if there will be so many quizzes that they be cumulative in nature and test their progressive skills. It is assumed that prospective students will be heritage speakers focusing on Mandarin, thus, you must be able to speak at a reasonably fluent level.

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

Overall quality of the class: 4.57

Summary:

The best aspect of this class was that it was a great introduction for beginning speakers. The instructors and conversation/discussion classes were very helpful and motivated students to fully immerse themselves in the language. The worst aspect is that the heavy workload can make the course tedious. Previous students should note that the course is taxing; you will need to spend a lot of time outside of the classroom practicing and studying the language in order to succeed.

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**AS.373.215.01-03**

**Second Year Chinese**  
**Aiguo Chen, Yanfei Chen**

Overall quality of the class: 4.64

Summary:

The best aspects of this course were the approachable instructors, clear standards, and the opportunity to engage in a conversational/discussion class structure. The worst aspect of the class is the workload. Students noted that although a difficult workload is expected when learning a language, they felt that the workload was especially intense. To improve, students recommended that the focus should be less on grammar, and more on tone, pronunciation, and conversational/business vocabulary. As in other language courses, prospective students should be prepared to commit themselves to a heavy workload. An intermediate level of Chinese speaking, listening, and writing is assumed.

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

Overall quality of the class: 3.78

Summary:

The best aspect of this class was the unique environment for heritage speakers. The class allowed them to improve their reading and writing skills, and the instructor made sure to give each student specialized assistance based on their skill level. The worst aspect was that, at times, the lectures were hard to follow and unclear. To improve, students suggested that the instructor make an effort to standardized lessons and provide lecture notes for better communication. This course is a continuation of First Year Heritage Chinese, so it is assumed that students will be fairly strong speakers.

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**AS.373.313.01**  
**Third Year Heritage Chinese**  
**Yanfei Chen**

Overall quality of the class: 4.30

Summary:

The best aspects of this class were the small class size and opportunities to learn through different mediums, including speaking activities, movies, music, and other multi-media presentations. The worst aspects of this course were the large amount of required vocabulary memorization and weekly quizzes. Students' suggestions for improvement varied, but a few agreed that more grammar practice would have been helpful. Prospective students should expect fair, but strict class policies, and the opportunity to improve your Chinese vocabulary and reading/writing skills.

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**AS.373.315.01-02**  
**Third Year Chinese**

**Aiguo Chen**

Overall quality of the class: 4.05

Summary:

The best aspects of this class were the great amount students learned and that the class was able to discuss topics relevant to contemporary Chinese society. Students noted that the class provided a good continuation of their Chinese education, and the instructor provided engaging opportunities to practice speaking, reading, and writing Chinese. The worst aspects of the course were the learning curve and that the lectures could be a bit dull. To improve, students encouraged the instructor to strive for more engaging lectures and better communication. As in other upperclassmen language classes, prospective students should expect a heavy workload. It is assumed that future students will have a solid Chinese language background.

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**AS.373.415.01**

**Fourth Year Chinese**

**Jin Yin**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

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**AS.373.491.01**

**5<sup>th</sup> Year Chinese**

**Jing-Yun Chen**

Overall quality of the class: 4.14

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LANGUAGE EDUCATION  
HEBREW DEPARTMENT**

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

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

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

Overall quality of the class: 3.60

Summary:

The best aspect of this course was the small class size, which allowed the instructor to accommodate students’ learning curves. The worst aspect is the high amount of quizzing, which tends to make students cram instead of actually learn the material. To improve, students suggested quizzing less and providing more conversational opportunities in class. Prospective students should expect to study and learn a lot; there is no assumed knowledge expected for this introductory course.

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**AS.384.315.01  
Third Year Hebrew  
Zvi Cohen**

Overall quality of the class: 3.60

Summary:

The best aspect of this course, like other Hebrew courses, was the small class size and that you learn new vocabulary each class. The worst aspect was that the class seemed to be a mix of proficiency levels, making it difficult for the course to progress. To improve, students suggested more conversational opportunities in class and reading assignments that are easier to digest. Prospective students should have a solid background in Hebrew.

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**AS.384.215.01  
Second Year Hebrew**

**Zvi Cohen**

Overall quality of the class: 3.80

Summary:

The best aspect of this class is the instructor, who makes learning a difficult language a bit easier. The worst aspect is the textbook, which students cited as “bizarre,” “not effective,” and “boring.” To improve, students suggest researching a new text for the course and to make sure students understand the level of proficiency needed to progress in this class before they enroll. Prospective students should have taken First Year Hebrew, or they should have a solid foundation in the basics of the language.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LANGUAGE EDUCATION  
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

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

Overall quality of the class: 4.45

**Summary:**

The best aspects of this course are the small class size and the instructor’s enthusiasm for affording students’ the ability to speak a second language. The worst aspect of this course seems that students believe they were taken a true introductory course, but it seems as if the course was instead intended for non-native heritage-speakers (i.e., the language is spoken in the home or among family) instead of those who have no familiarity with the language. To improve, students suggested slowing down the pace of the course and gearing the course for students who have no Hindi background, as well. Prospective should note that there seems to be assumed background in Hindi, but that is not required. Previous students noted that while the workload is light, as with all language courses, future students must be willing to work on learning the language outside of the classroom in order to progress, they will easily fall behind if they do not keep up with the pace of the course, and they should not hesitate to make use of office hours.

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

Overall quality of the class: 4.60

**Summary:**

The best aspect of this course was the instructor’s method of teaching by introducing current events to discuss in class in Hindi. Additionally, due to the smaller nature of this department, students who have studied Hindi throughout their academic career appreciate the rare opportunity to grow with the same

instructor throughout their studies. The worst aspect of this course was that there was no grammar review. This is a high-level language course, so prospective students are assumed to have mastered the basics. This course will allow you to become a more confident Hindi speaker.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LANGUAGE EDUCATION  
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

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**AS.378.115.01-03  
First Year Japanese  
Mayumi Johnson, Yoshimi Nagata**

Overall quality of the class: 4.84

Summary:

The best aspect of this class is that you are not only introduced to Japanese language, but to Japanese culture, as well. The worst aspect of the class is the frequency of quizzes, which are given weekly. To improve, students suggested reading source material (articles, etc.) in Japanese and to demonstrate clearer expectations regarding the quizzes. There is no assumed knowledge of the Japanese language in this introductory course, but previous students do note that it may be helpful if prospective students are familiar with the hiragana and katakana alphabets prior to enrollment. The course requires you to meet daily and attendance is part of your grade, so future students should prepare for a challenging workload.

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

Overall quality of the class: 4.38

Summary:

The best aspect of this class is the small size. Students were able to receive individualized feedback and instruction. The worst aspect of the class is that there are frequent quizzes and homework assignments. To improve, students would like to see the use of Japanese media and current events in class and learn/review more Kanji. Prospective students should know that this introductory course does assume that you have taken First Year Japanese and that the course is speaking-intensive. Additionally, previous students wanted future students to be prepared for daily home assignments and bi-weekly quizzes.

**AS.378.315.01; 02**  
**Third Year Japanese**  
**Makiko Nakao**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**AS.378.415.01**  
**Fourth Year Japanese**  
**Yoshimi Nagata**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LANGUAGE EDUCATION  
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

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**AS.380.101.01  
First Year Korean  
Jayoung Song**

Overall quality of the class: 4.79

**Summary:**

The best aspect of this course is the class dynamic. Students learn from a combination of lecture and conversation class times and enjoyed building their skills by using different learning mediums (such as movies, performing interviews, writing reviews, etc.). As with other language courses, the demanding workload, mandatory daily attendance, and various skill-levels among students can make this class a bit intimidating. To improve engagement, students suggested using more material from Korean pop-culture, and to improve skill, they believe they would have benefited from more writing practice/assignments. There is no assumed knowledge of the Korean language, or assumed familiarity with other Asian languages.

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

Overall quality of the class: 4.50

**Summary:**

The best aspects of this class were the different ways of learning. Students were able to learn from writing, speaking, and even social events where they could engage in “real-life” speaking practice. On the other hand, students often felt that the pace of the course moved too quickly, and the instructor would only call on the best speakers. To improve, students suggested slowing down the lectures and that the instructor should call on students indiscriminately. Prospective students should note that this class is a great continuation of the knowledge they gained from First Year Korean. Previous students also

would like future students to know that they will “get out what they put in,” so be prepared to work hard and stick with it.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LANGUAGE EDUCATION  
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

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

Overall quality of the class: 5.00

**Summary:**

The best aspect of this course is that there is a lot of review built into each unit. Thus, students were able to build their skills in a cumulative manner. Additionally, students enjoyed learning about Russian culture, the diverse assignments, the predictable pace, and consistent workloads. The worst aspect is the heavy workload. There is a great deal of vocabulary memorization and daily home assignments. To improve, students suggested that the instructor give best practices or tips when completing assignments (like downloading a Russian keyboard on your computer) or studying the vocabulary. This language may be a bit more difficult to grasp for some students because you have to start with an entirely new alphabet. Like other language courses, prospective students should expect a heavy workload; they should have great-to-perfect attendance, practice the language outside of class, and reach out to the instructor in order to keep up with the pace of this course.

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

Overall quality of the class: 5.00

**Summary:**

The best aspect of this course was the instructor. She was noted as being helpful, engaging, and that her “ceaseless enthusiasm” caused at least one student to list this course among his or her “greatest JHU classes.” The worst aspects were the grammar projects; instructions were unclear and they were long

and tedious. Students thought that there could have been other methods to reinforce grammar concepts without completing what they felt was “busy work.” To improve, students suggested better explanation of the grammar projects. Prospective students should be comfortable with elementary Russian material. This class is good for heritage-speaking students and those who have had some previous Russian language education.

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**AS.377.211.01**

**Introduction to Russian Literature I**

**Olya Samilenko**

Overall quality of the class: 4.83

Summary:

Students enjoyed the opportunities to converse in Russian along with exploring Russian Literature. The worst aspect is that there is a large amount of reading and that the class veered from the syllabus. To improve, students suggested that the class spend more time on each story as opposed to reading so many stories. Prospective students should note that the class is a bit tough and requires discipline, but they noted that after the class, their speaking, listening, and writing skills had greatly improved.

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**AS.377.395.01**

**Senior Seminar 1: Folklore in Russian Literature**

**Olya Samilenko**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
CENTER FOR LEADERSHIP EDUCATION DEPARTMENT**

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

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

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**EN.663.615.01  
Building Effective Posters and Slides  
Charlotte O' Donnell**

Overall quality of the class: 4.29

**Summary:**

The best aspect of this course was that it gave students who generally focus on the sciences an opportunity to learn how to convey information to others through effective design. The students felt that learning this skill, one not generally considered relevant to the sciences, was very important in terms of improving their presentations. Some students wished they could have spent more time learning the in's and out's of the software used, and that the class could have met more often. Suggestions for improvement included offering the course for an entire semester, or having more than one class per week. Prospective students are advised that while the course is recommended, they may leave wishing they had gotten more from it.

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**EN.663.645.01  
Improving Presentation Skills for Scientists and Engineers  
Eric Rice**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

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**EN.663.648.01  
Introduction to Dissertation Writing  
Heather Parker**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

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**EN.663.649.01**

**Continuing Dissertation Writing Workshop**

**Heather Parker**

Overall quality of the class: 4.33

Summary:

The best aspect of this course was the formation of writing groups allowing for peer revision and the opportunity to collaborate with fellow grad students. Students also appreciated having weekly deadlines that provided motivation to make headway on a project that they were used to self-managing. Some students felt that the writing groups could be hit or miss based on the academic backgrounds of its members. Students found it hard to give constructive advice to other students when they weren't sure what the expectations were for their field. The suggested improvement being to have a better balance between humanities and science students. Prospective students are advised to set goals for themselves and stick to them.

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**EN.663.660.01**

**Managing People and Resolving Conflicts**

**Eric Rice**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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

Overall quality of the class: 3.74

**Summary:**

Students found that this course served as a great introduction to the ChemBE major and provided insight into the opportunities available to them after graduation. The resume writing assignment was noted as a highlight of the course, with some students suggesting that they would have liked to spend more time on it. Some students felt that the course suffered from a lack of involvement between them and the speakers. Suggestions for improvement included diversifying the speakers who seemed to be in similar jobs and industries. Some students felt that the lecturers were more interested in promoting their companies as workplaces than describing the work they do. Students also suggested making the power point slides available to them. Prospective students are advised that this course is better suited to those who haven't already decided on a major.

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**EN.540.202.01-07  
Introduction to Chemical & Biological Process Analysis  
Jeffrey Gray**

Overall quality of the class: 4.04

**Summary:**

The best aspects of this course included the PILOT section which students found very effective and helpful. Students also found the course to be well-organized and the subject matter interesting. Some students felt that there was a disconnect between the material that was assigned for homework and the information they would be tested on during exams. A few students noted that the tests seemed poorly written. Suggestions for improvement included better organization in terms of aligning the exam material with the homework assignments. A few students would have liked to have more time to work

on problems in class, or have more guidance if it was apparent they were approaching a problem in the wrong way. Prospective students are advised that they will spend a significant amount of time working outside of class each week, and that they should be prepared to collaborate with their fellow students.

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**EN.540.203.01**

**Engineering Thermodynamics**

**Michael Bevan**

Overall quality of the class: 3.53

Summary:

The best aspects of this course included the wide variety of topics covered, and its focus on real world applications which challenged the students to think critically about the subject matter. While students appreciated the scope of the course, some felt that it covered too much, rushing them through concepts that were dense or hard to grasp. Suggestions for improvement included having lectures feature more fully completed example problems. A few students also suggested that more group or PILOT style projects may have benefited them. Prospective students are advised to keep up with the readings, and to be prepared for a challenge.

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**EN.540.204.01**

**Applied Physical Chemistry**

**David Gracias**

Overall quality of the class: 4.37

Summary:

Students found that the small class size and overall class structure, being separated in 3 distinct modules, helped in their mastery of the challenging course material. Also, the concepts taught were delivered in an understandable manner with just enough depth, and were relevant to students interested in chemical engineering. Some students found the daily quizzes to be unnecessary, and that the class being scheduled on Monday and Friday left too large a gap between sessions. Suggestions for improvement included being assigned more homework or practice problems to work on over the week. Prospective students are advised that while this course comes highly recommended, they should be prepared to review thermodynamics and calculus before stepping up to the challenge.

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**EN.540.301.01**

**Kinetic Processes**

**Honggang Cui**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the well-organized and interesting subject matter that students felt was effectively presented. A few students were frustrated that programming was done in Polymath

instead of MATLAB, the language they felt should be the standard for the ChemBE department. Some students also felt that scheduling the class in the late afternoon was not ideal, and that the homework could be overly time consuming. Suggestions for improvement included making MATLAB the standard tool for coding, or at least having the instructor or TAs be familiar with it in order to assist students who use it on their own. Prospective students are advised that they should have familiarity with MATLAB, and that attending every lecture is absolutely necessary.

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**EN.540.303.01**  
**Transport Phenomena I**  
**Joelle Frechette**

Overall quality of the class: 3.79

Summary:

The best aspects of this course included the sample and practice problems covered in class which adequately prepared students for further application of material in the lectures. Students were also pleased with the enthusiasm with which the instructor approached the subject matter. Some students did find the textbook to be less than useful, and the exams seemed to some to be inconsistent in terms of difficulty. Students were also concerned with the amount of feedback they received after the exams. Suggestions for improvement included additional homework assignments, more practice problems, and a better textbook. Prospective students are advised that this is a math heavy course, and that they should be experienced in solving differential equations.

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**EN.540.304.01**  
**Transport Phenomena II**  
**Zachary Gagnon**

Overall quality of the class: 3.85

Summary:

Students were very happy with the inclusion of supplementary video lectures that furthered their understanding of this conceptually challenging material. Some students found the class notes to be inaccurate on numerous occasions. Many students mentioned the second midterm exam which seemed disproportionately difficult and seemed to some not to correspond to the material covered in class. Suggestions for improvement included better organization of lecture notes and slowing the pace down to avoid inaccuracies. Students also suggested a need for additional exam prep. Prospective students are advised to brush up on their Transport I notes, and to be prepared for what some referred to as the toughest ChemBE course they've yet to encounter.

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**EN.540.305.01**  
**Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers**  
**Rebecca Schulman**

Overall quality of the class: 3.29

Summary:

The best aspect of this course was giving students experience with MATLAB which will prove an essential tool for many of their future courses. Many students felt that the homework assignments were unnecessarily long, and that the weekly quizzes were given too much weight in grading. A few students also felt that the statistical portion of the course seemed rushed and they were not able to give it the necessary amount of attention. Suggestions for improvement included separating the course into two parts, or removing the statistics portion, as they felt there was too much information to cover in one semester. It was also frequently commented that the homework assignments should be shortened. Prospective students are advised that they should have a basic knowledge of programming and statistics before taking this course, and not to procrastinate on the homework assignments.

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**EN.540.309.01**

**Product Design Part 1**

**Marc Donohue**

Overall quality of the class: 4.44

Summary:

The freedom to be creative and pursue an original idea was felt to be the best aspect of this course. While having a lot of room to maneuver in terms of ideas, the professor was credited as being incredibly helpful in guiding their development. Some students seemed to have trouble coming to terms with the instructor's hands-off style however, reporting that they found it hard to focus without the pressure found in their other courses. Suggestions for improvement included having more set goals and presenting case studies of successful products to increase student motivation. Prospective students are advised that they will only get out of this course what they are willing to put into it.

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**EN.540.311.01**

**Chemical Engineering Lab I**

**Lise Dahuron**

Overall quality of the class: 4.17

Summary:

The best aspect of this course was that it offered students the chance to get real hands-on experience in both labs and lab report writing. Some students found the long lab days trying, and found that some of the equipment would periodically fail. Suggestions for improvement included being shown example lab reports, and for equipment to be checked and replaced if faulty. Prospective students were advised to pick a group that will keep them productive.

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**EN.540.312.01**

**Chemical and Biomolecular Engineering Lab: Part 2**

**Lise Dahuron**

Overall quality of the class: 4.67

Summary:

The best aspect of the course was the opportunity for students to think of and design their own lab experiments. A few students would have liked to have more time completing their lab reports. Suggestions for improvement included access to more equipment and supplies. Prospective students should be prepared to put in a lot of work.

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**EN.540.313.01**

**Chemical and Biomolecular Engineering Lab**

**Lise Dahuron, Sharon Gerech, Marc Ostermeier**

Overall quality of the class: 4.00

Summary:

The best aspect of this course was that it gave students a chance to put many of the theories they had learned in their prior classes into practice. They also appreciated the opportunity to get some much needed experience in writing lab reports. Some students felt that were left too much to their own devices because of difficulty scheduling appointments with professors. Suggestions for improvement included standardizing the grading of projects, and more explanation as to what is expected from the oral presentation. Prospective students are advised that preparation is everything in this course.

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**EN.540.313.02**

**Chemical and Biomolecular Engineering Lab**

**Lise Dahuron, Sharon Gerech, An Goffin, Marc Ostermeier**

Overall quality of the class: 4.27

Summary:

The best aspects of this course included the ability to work independently, and to finally get some real world experience applying theories previously only studied. The consensus students reached for worst aspect of this was the massive workload and having very limited time to complete their writing assignments. Suggestions for improvement included having a ChemBE professor present to give feedback after their practice presentation. Prospective students should be advised that good time- and self-management skills are essential to success.

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**EN.540.313.04**

**Chemical and Biomolecular Engineering Lab**

**Lise Dahuron, An Goffin**

Overall quality of the class: 4.29

Summary:

The best aspect of this course was that students were able to gain hands-on experience planning their own experiments and analyzing their own data. Students felt that this opportunity greatly enhanced their ability to think critically in order to reach creative solutions. Suggestions for improvement include more clearly stating expectations for the final presentation. Prospective students are advised that the groups and team members that they choose will be critical to their ability to succeed.

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**EN.540.400.01-02**

**Project in Design: Pharmacokinetics**

**Marc Donohue**

Overall quality of the class: 4.51

Summary:

The best aspect of this course was the format which focused on presentations and independent learning among groups. Some students found that the course had a steep learning curve with little guidance. Students also wanted more feedback based on their presentations in order to understand better what was expected of them. Suggestions for improvement included clearer assignments and more consistent feedback. Prospective students are advised to create a well-balanced group and to relegate responsibility to their group member's talents, for example having a member with programming experience is valuable. It's also suggested to approach the professor for feedback and guidance as needed.

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**EN.540.401.01**

**Project in Design: Alternative Energy**

**Marc Donohue**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**EN.540.409.01-04**

**Dynamic Modeling and Control**

**An Goffin**

Overall quality of the class: 4.19

Summary:

The best aspects of this course included interesting subject matter, helpful TA sessions, and homework quizzes in lieu of mandatory homework assignments. While a lot of students appreciated this arrangement regarding homework, some found that it made it more difficult to motivate themselves to study. Suggestions for improvement included spending time working on more difficult problems in class. Prospective students are advised that while homework assignments aren't mandatory it is essential that they motivate themselves to complete them. Students who can learn independently will have an easier time succeeding in this course.

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**EN.540.418.01; 03**

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

**Lise Dahuron**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

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**EN.540.422.01**

**Introduction to Polymeric Materials**

**Honggang Cui, Kai Qi**

Overall quality of the class: 4.33

Summary:

Students found that this course offered them a good overview of polymers and their uses, and were engaged by their instructor who seemed to genuinely care about the material. Some students felt that the classes were too long making it difficult to maintain focus. Suggestions for improvement included either splitting the course in two or reducing the amount of material covered. Prospective students are advised that while challenging the course is highly recommended. A background in thermodynamics is also suggested if they want to get the most out of the material.

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**EN.540.490.01**

**Chemical Laboratory Safety**

**Lise Dahuron, Daniel Kuespert**

Overall quality of the class: 3.40

Summary:

The best aspects of this course included the opportunity to work in groups, a light workload, and the opportunity to receive a lab safety certification. Some students found that to them much of the advice given was common sense. They also felt that lectures could seem overly long and therefore repetitive. Suggestions for improvement included more interactive learning, and shortening the class length. Prospective students are advised that while the course can seem tedious at times, it is important that they pay attention to the material presented.

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**EN.540.602.01**

**Metabolic Systems Biotechnology**

**Michael Betenbaugh**

Overall quality of the class: 3.15

Summary:

The best aspect of this course was its subject matter which students found very interesting. Many students felt that the course's schedule, taking place for 3 hours once a week, was not necessarily the best format. Some students felt that the homework did not give them significant enough practice on the material learned in class, and a few students questioned whether the course should be an elective rather a requirement. Suggestions for improvement included splitting the courses into 2 classes per week, and providing students with more practice problems or homework. Prospective students are advised to consistently review the material learned in class, and to be prepared for frequent pop quizzes.

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**EN.540.615.01**

**Interfacial Science with Applications to Nanoscale Systems**

**Joelle Frechette**

Overall quality of the class: 4.23

Summary:

The best aspects of this course included a very well-organized structure, homework that was engaging and helpful, and good content relayed by an enthusiastic instructor. A few students thought that the first half of the course could have been taught at a slower pace. Some students also felt that the material wasn't particularly relevant to their fields of interest. Suggestions for improvement included replacing the textbook, and slowing down the pace of the lectures particularly in the first half of the semester. Prospective students are assured that they will learn a lot in this course, and are advised that they should be prepared to ask questions.

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**EN.540.619.01**

**Projects in Design: Alternative Energy**

**Marc Donohue**

Overall quality of the class: 4.67

Summary:

The best aspects of this course included its structure, focusing on weekly in-office meetings and working as a group to study independently. Some students did feel that they would have like to have more feedback especially regarding their presentations. Suggestions for improvement included more guidance from the instructor regarding the final project, and more structured meeting times. Prospective students are advised to meet consistently with their group and be prepared to research independently.

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**EN.540.622.01**

**Introduction to Polymeric Materials**

**Honggang Cui, Kai Qi**

Overall quality of the class: 4.43

Summary:

The best aspects of this course included breadth of information which provide a solid background in polymer science, and the subject matter's practicality in industry. The instructor was referred to as approachable, and seemed to honestly want to see students do well. Student's main complaint about the course was that it was 2.5 hours long but only occurred once a week. Students felt that this structure made it harder to focus and absorb the information they were being taught. Suggestions for improvement included having the course occur more frequently or reducing the amount of material covered so that lectures could be shortened. Prospective students are advised to study hard for the exams, and that brushing up on their organic chemistry will be beneficial.

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**EN.540.652.01**

**Advanced Transport Phenomena**

**Zachary Gagnon**

Overall quality of the class: 4.14

Summary:

The best aspects of this course included the relevancy of the homework assignments to the exams, and that there were plenty of example problems worked through during class. Some students were surprised of the reliance on MATLAB for solving some of the problems, frustrating students who were less familiar with it. A few students felt that the course was taught with too tight a time constraint. Suggestions for improvement included more thorough and better organized homework sessions with the TAs. Prospective students are advised that they should have basic knowledge of MATLAB, and that the course is math intensive.

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**EN.540.671.01**

**Advanced Thermodynamics and Kinetics in Practice**

**An Goffin, Carmo Pereira**

Overall quality of the class: 4.27

Summary:

The best aspects of this included the wide range of information that is covered, and the professor who engaged the students with his practical and real-world experiences to flesh out the material. Some students felt that the course was much too fast paced, and could have used more example problems to prepare students for their homework assignments. Suggestions for improvement included increasing the focus on the key concepts of these two subjects rather than trying to fit in too much material. Prospective students are advised that this course is great way to brush up on their both knowledge of thermodynamics and kinetics.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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
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**AS.030.101.01  
Introductory Chemistry I  
David Goldberg**

Overall quality of the class: 3.92

Summary:

The best aspects of this course include clear expectations from the instructor, a solid syllabus, and that the challenges in the course are predictable. The homework assignments and learning tools were also cited as very helpful. Due to size of the course, and even with teaching assistants, students noted that one of the worse aspects was the inability to easily access the instructor or receive assistance. To improve, among other things students suggested using Blackboard to post lecture materials and help students stay on track. Prospective students can expect a typical work load for an introductory science class; it sets the foundation for high-level coursework. Being good note-takers and mastering the art of textbook studying, being prepared for class by completing all homework assignments, and good attendance are key to not falling behind.

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

Overall quality of the class: 3.38

Summary:

Students noted that one of the best aspects of this course was the ability to access lectures and course materials online. Additionally, the instructor was readily available outside of the classroom. It seems that at times students felt the course was a bit disjointed—lectures did not seem coordinated with assignments or tests/assignments seemed sporadic or uncoordinated with the material covered in class. To improve, students suggested more opportunities to practice the concepts learned in class and clearer, in-depth, and interesting lectures on the more complicated concepts. As with the other section

for this course, prospective students should expect to spend plenty of time outside of the classroom studying and mastering concepts discussed in class or in the text.

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**AS.030.103.01–03**

**Applied Chemical Equilibrium and Reactivity w/lab**

**Jane Greco, Justine Roth**

Overall quality of the class: 2.28

Summary:

Students listed lab work as the best aspect of this course. It allowed them to practice, demonstrate, and master the concepts discussed in lecture. The worse aspect of this course seems to be the lecture.

Students did not find them or the instructors very helpful outside of class, either. To improve, students generally suggested more interesting and engaging lectures, and more specifically suggested a change in instructors. Prospective students should be prepared to purchase and utilize/learn from the text outside of class.

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**AS.030.105.01–06**

**Introductory Chemistry Lab I**

**Louise Pasternack**

Overall quality of the class: 3.21

Summary:

Students noted that the best aspects included the challenging, yet interesting and relevant labs and that class information was available online. Students felt that they really were able to demonstrate and use the concepts learned in lecture. Students complained most about the heavy workload even though this is a one-credit course and that some labs were very difficult and time-consuming. To improve most suggestions included increasing the course credits, making sure that labs are keeping the same pace as lecture, and having greater assistance with assignments. Prospective students should be effective at time management and be prepared to be challenged.

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**AS.030.112.01**

**Chemistry with Problem Solving I**

**Eric Hill**

Overall quality of the class: 4.57

Summary:

Students appreciated the small class size and felt that they were able to practice and master introductory chemistry concepts with catered assistance from the instructor. The worse aspect seems to be that the course meets late in the evening and there may be limited time to review work in class. To improve, students suggested that the instructor/TA provide more practice problems and in-depth

explanations. Prospective students should expect to practice and reinforce skills and concepts from lecture. It is highly recommend for students enrolled in Introductory Chemistry.

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**AS.030.112.02**

**Chemistry with Problem Solving I**

**Shannen Cravens**

Overall quality of the class: 4.25

Summary:

As with the other section for this course, students appreciated the extra help and clarification of lecture concepts. The small class sized allowed for individualized assistance and tutorage. Additionally, as with the other section, students claimed that there may be limited time to review work in class and that at times the coursework did not coincide with what was being taught in the lecture course. To improve, students would have liked to see more, but shorter practice problems and to stay on track with what is being taught in lecture. Prospective students should expect to practice and reinforce skills and concepts from lecture. It is highly recommend for students enrolled in Introductory Chemistry.

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**AS.030.202.01**

**How Enzymes Work**

**Hsin Hen Kuo**

Overall quality of the class: 4.71

Summary:

Students enjoyed this “gentle introduction” into biochemistry—the workload is moderate and many students noted the instructor’s willingness to help. The worse aspect of this course was that the lectures could at times be difficult to follower. To improve, students suggested promoting higher course enrollment and would like to see more engaging, interactive lectures. Prospective students should note that this course is a good compliment to Organic Chemistry I. It is helpful if prospective students have already taken Introductory Chemistry, but it is not necessary.

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**AS.030.205.01**

**Organic Chemistry I**

**John Tovar**

Overall quality of the class: 2.95

Summary:

This is the infamous organic chemistry class that is dreaded by all pre-med students. However challenging this class may be, students noted that the instructor was competent and helpful, the textbook was clear and informative, and the assignments were relative and allowed you to practice and learn concepts covered in lecture. The heavy work load, difficult concepts, and strict grading scale were all listed as worse aspects of this course. To improve, students suggested more engaging and interactive

lectures, more practice tests, and teach assistants that not only have a mastery of the concepts themselves but are successful at teaching them to undergraduate students. Prospective students should not take courses with a very heavy workload or high level of difficulty while taking this course. Attendance and being able to learn from the text are keys to success in this class.

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**AS.030.205.02**  
**Organic Chemistry I**  
**Craig Townsend**

Overall quality of the class: 3.61

Summary:

One of the best aspects of this class is that there is no homework, just weekly quizzes, which students noted as enough to keep up with concepts taught in class. In addition, students appreciated the level of course structure and the instructors and TAs willingness to coach students through difficult concepts. However, as with the other Organic Chemistry I sections, this class has a heavy workload and covers complex concepts. Additionally, students often complained that they were learning from the textbooks and not the instructors. To improve, students in this section would have liked to see more weekly assignments and/or practice for exams and for the course to stick to syllabus schedule, as the course was a bit behind schedule toward the end of the semester and students felt ill-prepared for exams. Prospective students should not take courses with a very heavy workload or high level of difficulty while taking this course. Attendance and being able to learn from the text are keys to success in this class.

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**AS.030.205.03**  
**Organic Chemistry I**  
**Christopher Falzone**

Overall quality of the class: 4.46

Summary:

Out of all the sections for Organic Chemistry I, this section received the highest "Overall quality of the class" score, which speaks to the level of dedication and assistance the instructor gave in class. Students reported that the course was well-organized and that they were able to stick to the syllabus without falling behind. However, as with the other sections, the workload is just as heavy and difficult. Students still felt at times a bit overwhelmed. To improve, students suggested that course should move at a slower pace and that there should be more opportunities for practice via homework, practice problems or review sessions. Prospective students should not take courses with a very heavy workload or high level of difficulty while taking this course. Attendance and being able to learn from the text are keys to success in this class.

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**AS.030.225.01–05**  
**Introductory Organic Chemistry Lab**  
**Larissa D'Souza**

Overall quality of the class: 4.00

Summary:

Students enjoyed most that the labs were interesting, interactive, and demonstrated the concepts taught in lecture. The worst aspect of this course seemed to be the exams, which tested a student's memorization skills as opposed to his or her mastery of a skill or concept. To improve, students suggest that exams actually test a student's organic chemistry knowledge and not his or her ability to memorize arbitrary material. Prospective students should consider taking this course along with Introductory to Organic Chemistry, but be prepared for a heavy and difficult workload.

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**AS.030.227.01-02**

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

**Eric Hill**

Overall quality of the class: 4.92

Summary:

Both sections of this class received the highest "Overall quality of the class" scores for the 200-level Chemistry courses this semester; students really enjoyed this course. The instructor and teacher assistants were helpful, students received feedback quickly, and the small class size and independent projects allowed students to focus on the skills in which they needed the most development. The worse aspect of the course is that the long meeting time. To improve, students suggested giving ample time and detailed instructions to complete the special project. Prospective students should note that this course mimics a lecture more than an actual lab and if you are dedicated you can easily receive a high grade.

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**AS.030.305.01-02**

**Physical Chemistry Instrumentation Laboratory I**

**Artuhor Bragg**

Overall quality of the class: 3.29

Summary:

Students enjoyed most the fact that they were able to improve their scientific writing skills and were exposed to methods and instrumentation used in modern physical chemistry research. The worst aspect was the work load. Many students reported spending more than 20 hours or more each week or more on post-labs. To improve, students suggest requiring either fewer lab reports or shorter lab reports with acutely relevant discussion questions. Prospective students should be prepared for the heavy workload, to do independent research, and are warned to avoid procrastination.

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**AS.030.307.01-02**

**Physical Chemistry Instrumentation Laboratory III**

**D. Fairbrother**

Overall quality of the class: 3.33

Summary:

Best aspects of this course included sufficient feedback and informative lectures. Worst aspects revolved around the lab work, which could seem mundane or like “busy work” at times. To improve, students suggested more interactive labs that are relevant to the text. Prospective students should consider the course’s heavier and, at times, tedious workload.

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**AS.030.315.01**

**Biochemistry I**

**Patrick Fleming**

Overall quality of the class: 4.67

Summary:

Students enjoyed the moderate, but challenging workload and the balance between lab and lecture. They considered the weekly quizzes as one of the worst aspects of the course. To improve, there was a general consensus that more review/practice problems would be helpful. Prospective students should have prior organic chemistry knowledge and expect to leave the course knowing whether they will continue with Biochemistry, or not.

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**AS.030.356.01-02**

**Advanced Inorganic Lab**

**Jane Greco**

Overall quality of the class: 4.36

Summary:

Students noted that the interesting experiments and syntheses were fun and engaging. On the other hand, they also felt that some of the labs were unnecessarily long. To improve, students suggested that the lab stay on course with concepts covered in lecture. Prospective students should expect a manageable workload. They should take this class either after or concurrently with an inorganic lecture course, because having a good foundation in inorganic chemistry is the key to success in this course.

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**AS.030.370.01-02**

**Physical Chemistry I with Biophysical Applications**

**Doug Barrick**

Overall quality of the class: 4.40

Summary:

The best aspects of this class were the textbook, which students felt complimented their learning in an impactful way, and the instructor, who gave engaging lectures. The worst aspect is that students seemed to expect the concepts learned in class to be about physical chemistry; however, the course

content leaned more toward biophysics. To improve the course, students suggested increasing the physical chemistry component and developing student engagement during the section periods. Prospective students should note that this course has a heavy biology component. Additionally, the learning curve for the course may not be as steep for prospective students who have taken high level math courses or a physics course.

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**AS.030.400.01**

**A Survey of Medicinally and Environmentally Important Metallo-enzymes and their Mechanisms**

**Hsin Hen Kuo**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

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**AS.030.403.01**

**Optoelectronic Materials and Devices: Synthesis, Spectroscopy, and Applications**

**Thomas Kempa**

Overall quality of the class: 4.67

Summary:

The best aspect of this course was the breadth of covered material. Students felt they were able to learn about a broad range of fields and contemporary research. On the other hand, the amount of content covered during the course was also listed as one of the worst aspects of the course as it could make the pace of the course overwhelming. However, students did note that this class does have a light-to-moderate workload. To improve, students suggested that the instructor narrow down the content so that the most relevant or urgent topics/content is covered in depth. Prospective students should have a good foundation in chemistry and physics and expect to share the classroom with students from a variety of academic backgrounds.

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**AS.030.404.01**

**Electrochemical Systems for Energy Conversion and Storage**

**Van Thoi**

Overall quality of the class: 4.63

Summary:

Students enjoyed the broad view of electrochemistry presented in this course. They also noted that the instructor was engaging, very knowledgeable, and willing to help students through confusing concepts. One of the worst aspects was that the pace of the lectures sometimes moved too quickly. To improve, students would have liked to see more feedback throughout the course. Prospective students should expect a moderate-to-heavy workload. They should have some knowledge of electrochemistry and desire to learn about such a specific subject.

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**AS.030.420.01**

**Transforming Pharmaceutical and Materials Industries: Metal-Catalyzed Cross Coupling Reactions**

**Sravan Surampudi**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.453.01**

**Intermediate Quantum Chemistry**

**Harris Silverstone**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

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**AS.030.472.01-02**

**Advanced Inorganic & Organometallic Reactions Mechanisms**

**Evan Joslin**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the presentation of current research and the larger presentation and paper projects, which allowed students to effectively demonstrate and apply their knowledge. Students complained most about the lack of resources to study. To improve, students suggested more practice problems and using a central text or resource (such as lecture slides) from which they could have studied. Prospective students should note that this class is highly built on understanding and applying theoretical concepts.

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**AS.030.501.02**

**Independent Research in Physical Chemistry I**

**D. Fairbrother**

Overall quality of the class: 3.00

This class had 5 or fewer comments.

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**AS.030.503.01**

**Independent Research in Inorganic Chemistry I**

**Thomas Lectka**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.505.03**  
**Independent Research in Organic Chemistry I**  
**John Toscano**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.505.07**  
**Independent Research in Organic Chemistry I**  
**Rebekka Klausen**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.507.01**  
**Independent Research in Biochemistry**  
**Kenneth Karlin**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.507.02**  
**Independent Research in Biochemistry**  
**Craig Townsend**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.521.02**  
**Independent Research in Inorganic Chemistry II**  
**David Goldberg**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.525.02**  
**Independent Research in Organic Chemistry II**  
**Thomas Leckta**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.030.540.01**  
**Independent Research in Solid State and Materials Chemistry**  
**Thomas Kempa**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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

Overall quality of the class: 4.25

This class had 5 or fewer comments.

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

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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

Overall quality of the class: 4.00

Summary:

The best aspect of this course is overarching view of chemical biology. Students did not enjoy the various guest lectures, which made the class seem disorganized at times. To improve, students

suggested better organization and more continuity between lectures. Prospective students should be prepared to cover a broad range of topics and to spend a good amount of time reading and researching outside of the classroom.

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**AS.030.621.01**

**Literature-Organic Chemistry**

**John Tovar**

Overall quality of the class: 3.80

This class had 5 or fewer comments.

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**AS.030.625.01**

**Advanced Mechanistic Organic Chemistry I**

**Marc Greenberg**

Overall quality of the class: 4.71

Summary:

The best aspect of this course is that students received what they expected. They were able to learn gain advanced knowledge of this specialized field in chemistry and felt that the instructor was tremendously effective. The worst aspects of the course were the exams; students felt as if they were too long and that the instructor gave them too much weight. To improve, students requested more feedback from the instructor. At this level, prospective students should expect to complete a significant amount of work outside of the classroom. They should have a strong academic background in organic chemistry in order to succeed in this challenging course.

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**AS.630.635.01**

**Mthds Nuc Mag/Resonance**

**Joel Tolman**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**AS.030.677.01**

**Advanced Organic Synthesis I**

**Rebekka Klausen**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.560.101.01  
Freshman Experiences in Civil Engineering  
Rachel Sangree**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

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**EN.560.201.01-06  
Statics & Mechanics of Materials  
Rachel Sangree**

Overall quality of the class: 3.97

Summary:

The best aspects of this course included the hands-on lab sessions, and clear lectures given by an approachable instructor. Some students felt that the grading criteria for the labs was unclear, and the lab reports were too lengthy. Suggestions for improvement included having the class 3 times a week instead of 2 in order to shorten the time spent lecturing. Prospective students are advised to keep up with the readings as they make the lectures easier to follow.

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

Overall quality of the class: 4.20

Summary:

The best aspects of this course included the useful introduction to MATLAB, and course material that students found relevant and interesting. Some students felt that the homework assignments were overly time consuming, and that the practice problems done in class did little to help. Suggestions for improvement included moving at a steadier pace throughout the semester, and to shorten the homework assignments. Students also thought that the course could be improved if different methods were used to teach MATLAB. Prospective students are advised that some background knowledge of programming is helpful, and that the course can be very demanding.

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**EN.560.305.01-02**

**Soil Mechanics**

**Lucas de Melo**

Overall quality of the class: 3.92

Summary:

The best aspects of this course included its focus on real-world applications, the labs, and an engaging instructor. Some students felt that what was expected on lab reports was unclear, and that the homework was time consuming. Suggestions for improvement included giving more feedback on the exams, and making the lectures more applicable to the homework questions. Some students also would have like to have had more labs. Prospective students are advised that the exams are rigorous, and that it is important to be attentive during lecture.

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**EN.560.320.01**

**Structural Design I**

**Rachel Sangree**

Overall quality of the class: 4.08

Summary:

The best aspects of this course included instruction that was applicable to the engineer working in the field, and the extra credit quizzes. Some students felt there was an unnecessary amount of handouts which made their course material unorganized. A few students also felt that the homework and exams were far too time consuming. Suggestions for improvement included making sure the homework assignments are relevant to the material being taught in class, and giving more timely feedback. Prospective students are advised that the class is both informative and useful, but can sometimes move at a fast pace.

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**EN.560.429.01**

**Preservation Engineering: Theory and Practice**

**Edmund Meade, Justin Spivey**

Overall quality of the class: 2.92

Summary:

The best aspects of this course included the field trip to Merrick Barn, and the professors who were enthusiastic about subject they were teaching. Some students felt that the lectures were over long and were sometimes hard to focus on. A few students also felt that the final project was tedious, and that they didn't have the time or resources to complete it. Suggestions for improvement included beginning the final project earlier in the semester, and making the lectures more interactive. Prospective students are advised that they should have a strong interest in working on existing buildings, and that the final project is very time consuming.

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**EN.560.445.01**

**Advanced Structural Analysis**

**James Guest**

Overall quality of the class: 3.67

Summary:

The best aspect of this course was the opportunity to become more proficient in MATLAB coding which helped to reinforce the concepts taught in class. Some students felt that the homework assignments were unreasonably long and time consuming. Suggestions for improvement included shortening the homework assignments, and providing more instruction in the use of MATLAB. Prospective students are advised that this course has a heavier workload than most classes in its field, and that having a strong background in MATLAB is beneficial.

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**EN.560.451.01**

**Civil Engineering Design I**

**John Matteo**

Overall quality of the class: 4.21

Summary:

The best aspects of this course included an engaging professor who encouraged students to think outside the box, a rewarding field trip, and valuable feedback. Some students felt that the lectures could sometimes be overlong, and that the homework was sometimes returned in a less than timely manner. Suggestions for improvement included having more hands-on activities, and being given more time to work on the final project. Prospective students are advised that before taking this course they should already have taken Structural Design and Foundation Design.

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**EN.560.604.01**

**Solid Mechanics for Structures**

**Stavros Gaitanaros**

Overall quality of the class: 4.40

Summary:

The best aspects of this course included interesting subject matter that was easily applicable to real world situations, and an instructor who seemed to have put a lot of thought and planning into the course. There were few complaints about this course, but a few students did think that the notes were hard to follow at times. Suggestions for improvement included choosing and adhering to only one textbook, and working more examples that are comparable to the final exam in difficulty. Prospective students are advised that they should review or have a good working knowledge of solid mechanics.

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**EN.560.618.01**  
**Probabilistic Methods in Civil Engineering Mechanics**  
**Michael Shields**

Overall quality of the class: 3.82

Summary:

The best aspects of this course included challenging material which was some students found applicable their own research, and a knowledgeable instructor. Some students felt that the course contained too much material and too many methods, and would have preferred more depth on fewer topics. Suggestions for improvement included giving the students more examples and practice problems, and more detailed explanations. Prospective students are advised that the theories covered in this course can be difficult to grasp, and if they don't have a background in the subject that they should expect a considerable amount of self-study.

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**EN.560.619.01**  
**Advanced Structural Analysis**  
**James Guest**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**EN.560.660.01**  
**Modeling Complex Systems Colloquium**  
**Lori Graham-Brady**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

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

Overall quality of the class: 4.56

Summary:

The best aspects of this course included the computer assignments, practical application of the subject matter, and a highly experienced instructor. Some students felt that the tests were hard to study for, and feedback on the assignments was slow getting to them. Suggestions for improvement included doing more example problems that relate to what the students will be seeing on the test. Prospective students are advised that some MATLAB knowledge is helpful, and that the course is a very good introduction to the subject matter.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS**  
**Fall 2015**  
**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

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**AS.040.105.01**  
**Elementary Ancient Greek**  
**Jessica Lamont**

Overall quality of the class: 5.00

Summary:

The best aspects of this course was the pace of the course. Meeting everyday made the learning the subject matter easier to understand. The methods of teaching (PowerPoint, exercises and lectures) helped learn the material in different ways. The worst aspect of this course was students found meeting every day at 9:00 a.m. hard at certain times during the semester. To improve the class the consensus was to spend more time on synopses, more cumulative assignments to prepare for exams and using the same professor. Future students should know to be prepared for a lot of work and dedication but it will pay off to learn Ancient Greek.

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**AS.040.107.02**  
**Elementary Latin**  
**Anna Smith**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**AS.040.107.03**  
**Elementary Latin**  
**Joshua Smith**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

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**AS.040.111.01**

**Ancient Greek Civilization: Society, Archeology, Literature, Philosophy**

**Joshua Smith**

Overall quality of the class: 3.92

The consensus for the best aspects of this course are it is extremely interesting, engaging and provided enjoyable readings. The overall worst aspects were the grading was too more difficult for a 100 level class, essay prompts were unclear and the amount of reading material was overwhelming. To improve this class the consensus is to reassign to a higher level course or have less expectations. More guidance and direction on assignments as well as a better organized discussion section. Future students should know is this course is interesting but be prepared for extensive readings and dedication.

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**AS.040.121.01**

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

**Dimitrios Yatromanolakis**

Overall quality of the class: 4.59

The consensus for the best aspects of this course are it's extremely interesting and the readings are manageable. Extremely pleased to have a professors that is passionate about the subject matter and that his students are learning. The worst aspects were the readings were too heavy and more guidelines on the final paper could be provided. To improve this class more discussions that are student led and less readings. Future students should know this course needs no prior knowledge and is highly recommended. Complete the readings and be prepared to engage in discussions.

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**AS.040.160.01**

**Special Opportunities in Undergraduate Learning: Constructing an Empire: An Introduction to the Art & Archeology of Ancient Rome**

**Adam Tabelaing**

Overall quality of the class: 4.11

The consensus for the best aspect of this course are the interesting course material. The worst aspects was the pace of the class was too fast to cover the material. To improve this class would either offer a longer time frame or go over material slower. Future students should know this course be prepared to take notes as homework contains worksheets related to class material. This class is also very enriching.

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**AS.040.207.01**

**Intermediate Latin**

**Dimitrios Yatromanolakis**

Overall quality of the class: 4.38

The consensus of the best aspect of this course was the small class size, friendly learning environment. The professor was patient, attentive and took time to make sure everyone understood material. The worst aspect was too much time devoted to translation passages. To improve this class the consensus was learning the mechanics and grammar to help in translations. Future students should know a background in Latin is needed and be prepared for homework each class.

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**AS.040.221.01**  
**Art and Archeology of Early Greece**  
**Emily Anderson**

Overall quality of the class: 4.45

The consensus of the best aspects of this course was the lectures and materials were interesting. Both the professor and the TA were very engaging. The worst aspects of this course were few grading opportunities and feedback. The final exam, presentation and paper were too much. To improve this course the consensus was to reevaluate the final requirements, adding homework assignments, and to receive more feedback on assignments. Future students should know there is a heavy reading load but doesn't require any prior background.

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**AS.040.308.01**  
**Advanced Latin Poetry**  
**Mathew Roller**

Overall quality of the class: 5.00

The consensus of the best aspects of this course was the interesting course material, small class size, and that Juvenal was fun and interesting. The worst aspect of this course was it could have gone faster to cover more Juvenal. To improve this course the consensus was that majority had no improvements. Future students should know that a background in Latin grammar and vocabulary is needed.

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**AS.040.366.01**  
**The Archeology of Ancient Cyprus: Investigating a Mediterranean Island World in the JHU Museum**  
**Emily Anderson**

Overall quality of the class: 5.00

The consensus of the best aspects of this course was being able to handle the artifacts. The professor's lecturing style was highly favored. The worst aspect of this course was the readings were lengthy and at times heavy and hard to complete thoroughly. To improve this course the consensus was to have less readings because the lectures fell behind and made it difficult to contribute to class. Future students

should know this class, regardless of background, has interesting material, the professor is highly recommended but does require to be prepared for class.

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**AS.040.370.01**

**Ovid and the Consequences**

**Michael Butler**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.050.101.01**

**Cognition**

**Colin Wilson**

Overall quality of the class: 3.77

Summary:

The best aspect of this course was that students were able to explore a variety of “fresh,” relevant material with a multi-disciplinary approach. Additionally, many students noted that the coursework and exams were fair and approachable. The worst aspects of the course were the lectures. Students noted that the concepts covered in lecture were often philosophical or computational in nature, so the lectures would tend to be dull or drag on with the instructor focusing on one subject while glossing over others. To improve and keep students engaged, students suggested interactive lectures that make the most efficient use of time. Prospective students should note that there is no assumed background, but that they should be prepared to think and write analytically about somewhat difficult concepts and reading assignments.

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**AS.050.102.01**

**Language and Mind**

**Akira Omaki**

Overall quality of the class: 4.35

Summary:

The best aspects of this course seem to be that it was both and challenging. Students note that the course was well-structured and organized, and that the instructor’s lectures were helpful and a great study tool as they not only brought forth new material but also summarized the readings. The worst aspect was that the material can be very difficult and technical at times. To improve, students suggested structured review sessions, instead of the current Q&A format. Prospective students should note that the homework assignments count heavily toward your final grade, so it’s beneficial to keep up the

readings. There is no assumed background, but be prepared for heavy workload and content that can be challenging.

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**AS.050.105.01**

**Intro to Cognitive Neuropsychology**

**Michael McCloskey**

Overall quality of the class: 4.52

Summary:

The best aspects of this course were the in-class projects and the instructor. Students enjoyed the brain lab, the instructor was noted as an “excellent researcher and lecturer,” and one student’s comment that he or she would “emphatically recommend” this course to future students resonated throughout the students’ comments. The worst aspects of the course were the challenge of absorbing some of the more complex material in both lecture and reading assignments, and that lectures are not recorded or posted for study material. To improve, students suggested readings that are more relevant to the concepts discussed in lecture. Prospective students interested in studying neuroscience, cognition, or cognitive defects are encouraged to take this course. No prior background is assumed and the workload is manageable.

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**AS.050.128.01-02**

**Freshman Seminar: Born to Talk: Language in the Human Mind**

**Shevaun Lewis**

Overall quality of the class: 3.79

Summary:

The students enjoyed the instructor’s innovative teaching methods. The instructor was able to cultivate a caring and safe environment facilitating open discussion. Being able to analyze their own speaking voices, the short but exploratory essays, and the use of various teaching tools (lecture, online discussion boards, presentations, etc.) were all great aspects of the class for these students. The worst aspect of the course was the delayed feedback; students did not receive feedback for their written assignments until the end of the course. To improve, students suggested that the instructor provide written feedback more often, and to implement incentives that would encourage students to participate in discussion and the online boards. There is no assumed background. Perspective students interested in linguistics and cognitive science are recommended to enroll in this course.

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**AS.050.206.01**

**Bilingualism**

**Julia Yarmolinskaya**

Overall quality of the class: 3.94

Summary:

The best aspects of this course were the interesting course material and the instructor. Students noted that the instructor's lectures were enthusiastic and engaging, and cover a thorough analysis of bilingualism. The worst aspect of the course was that it met once a week, leading to some long evenings in class. To improve, students suggested that the class either meet for a shorter time period twice a week or earlier in the day. Prospective students should note that the coursework is manageable and it could be potentially helpful if they have some basic knowledge of human cognition, linguistic processing, and the anatomy of the brain.

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**AS.050.312.01**

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

**Soojin Park**

Overall quality of the class: 4.08

Summary:

The best aspect of this course was that students were able to receive practice, hands-on experiences. They enjoyed learning the Brain Voyager software and the opportunity to view, process, and analyze at an fMRI at the Kennedy Krieger Institute. The worst aspect of the course was the lab work, which could be tedious and take up a good chunk of a student's time outside of the classroom. To improve, students suggested more supplementary materials to aid understanding and even having a physics faculty member give a guest lecture on the actual science for the fMRI. Since this is an upper-classman's course, it is assumed that prospective students will have solid neuroscience or cognitive science knowledge.

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**AS.050.317.01**

**Semantics I**

**Kyle Rawlins**

Overall quality of the class: 4.29

Summary:

Although students noted that the class is challenging, they agree that the class is also interesting and engaging. The instructor offers clear lectures that make this subject approachable, and even though the problem sets were difficult, they were helpful and relevant. The worst aspect of the class is that the subject material can be difficult to grasp and students often felt left behind. To improve, students suggested quicker turnaround times for feedback and graded assignments, problem sets that can be reviewed with the TA in discussion sections, and perhaps a comprehensive resource such as an assigned text. The subject material is dense and complex, so prospective students must be able to keep up with the reading assignments and pace of the course.

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**AS.050.332.01**

**Developmental Cognitive Neuroscience**

**Barbara Landau**

Overall quality of the class: 4.60

Summary:

The best aspect of this class was the interactive, student-led structure. Students submitted questions that helped the instructor lead and guide the discussion. The worst aspect of the course seemed to be the reading assignments; students noted that there was a great deal of reading and that at times it seemed like “busy work.” To improve, students suggest less, more in-depth/engaging readings assignments. It would benefit future students if they have some background in cognitive science and/or developmental psychology. Prospective students should also plan on setting aside plenty of time to complete reading and writing assignments.

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**AS.050.373.01-02**

**Neural-Network Modeling of Learning, Language and Cognition**

**Pyeong Whan Cho**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the small class size, interesting material, and engaging instructor. Students noted that the course follows a step-by-step sequence of lectures that build on previously learned material. The worst aspect is that the reading assignments can be complex and hard to follow, which made some students feel intellectually overwhelmed. To improve students suggested finding a balance between dense literature and simulation assignments. Future students without a solid background in applied mathematics or computer science are not recommended to enroll.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.600.104.01-02**

**Computer Ethics**

**Sheela Kosaraju**

Overall quality of the class: 3.60

Summary:

The best aspects of this course included the lively class discussions, low time commitment, and the opportunity to meet other computer science majors. Some students felt that the course was disorganized in terms of scheduling, and that some of the discussions went on for too long. Suggestions for improvement included creating a set syllabus at the beginning of the semester that would provide the class dates and discussion schedule. Students also suggested having shorter class periods that got together more often. Prospective students are advised that they should be prepared to participate in class discussion as it is a large part of their grade.

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**EN.600.105.01**

**M & Ms: Freshman Experience**

**Gregory Hager, Joanne Selinski**

Overall quality of the class: 3.26

Summary:

The best aspects of this course included the "breakout sessions" in which students could choose the lecture topic, the light workload, and class discussions. Some students felt that the class, being lecture-based, could become boring. Suggestions for improvement included increasing student involvement by having more small group discussions, or in-class exercises. A few students also felt that there could have been more "breakout sessions". Prospective students are advised that the class is graded based on attendance, and that they should read the suggested material.

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

Overall quality of the class: 4.10

Summary:

The best aspects of this course included intellectually stimulating homework assignments which gave the students an opportunity for hands-on learning, and the project-based learning style employed by an engaging instructor. Some students felt that the lectures were sometimes repetitive, and that some of the homework assignments in the second half of the semester seemed overlong and tedious. Students that had no prior experience programming felt that the class moved too quickly. Suggestions for improvement included making the lectures more engaging or shortening the lecture time substantially. Students also suggested that they would have liked if the optional lab session was integrated into a mandatory part of the course. Prospective students are advised that if they are not experienced in programming that they should take the optional lab, and that they will need to manage their time well.

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**EN.600.108.01-03**  
**Introduction to Programming Lab**  
**Sara More**

Overall quality of the class: 4.09

Summary:

The best aspect of this course was the opportunity to apply skills learned in the lecture portion of the class, and provided helpful hands-on experience coding with Java. Some students felt that the 3 hour class sessions were overlong, and even given the length it was sometimes difficult to complete the labs in time. Suggestions for improvement included giving the labs clearer instructions, and making them more relevant to the lecture portion's homework. Prospective students are advised that no programming background is necessary, and that it's very helpful for students taking Intro to Programming Java.

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**EN.600.112.01**  
**Introductory Programming for Scientists and Engineers**  
**Joanne Selinski**

Overall quality of the class: 3.40

Summary:

The best aspects of this course included intellectually challenging subject matter that students found useful, and its hands-on approach to learning programming. Some students felt that the homework assignments were unnecessarily difficult and time consuming, and that the course lectures were hard to learn from. Suggestions for improvement included offering more lab sessions or making the optional lab section a built-in part of the course. Students also would have like more feedback on their homework

assignments. Prospective students are advised that the course moves quickly so they should start the assignments early.

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**EN.600.113.01; 03**

**IPSE Lab**

**Joanne Selinski**

Overall quality of the class: 4.17

Summary:

The best aspect of this course was the opportunity for students to work on their homework assignments from the Introductory Programming for Scientists and Engineers course in an environment where they could receive assistance. Some students felt that the lab's 3 hour length was too much, and suggested that it be split into shorter sessions. Other suggestions for improvement included more structure, and assigning additional short problems that test concepts similar to those found in their homework assignments. Prospective students are advised that taking this lab is very helpful if they're enrolled in IPSE, especially if they're unfamiliar with coding.

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**EN.600.120.01-02**

**Intermediate Programming**

**Benjamin Mitchell**

Overall quality of the class: 4.41

Summary:

The best aspects of this course included the hands-on programming experience gained, challenging course material that gives students the opportunity to become more proficient programmers, and an engaging instructor. Some students felt that the course workload was a bit too heavy, and could easily overwhelm students who are taking a large course load. A few students also felt that the critter project was repetitive and not very interesting. Suggestions for improvement included more in-class exercises, providing more sample code, and shorter assignments. Prospective students are advised that this is a very time consuming course, and that they shouldn't take it in conjunction with other difficult classes.

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**EN.600.120.03-04**

**Intermediate Programming**

**Yair Amir**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included projects that illustrated the course material in a helpful way, and meaningful feedback given by dedicated instructors and TA's. Some students felt that the grading was overly harsh, and that the longer lectures were sometimes hard to stay focused on. A few students also felt that they didn't feel comfortable asking questions in class because the instructor seemed

impatient with them. Suggestions for improvement included adding more in-class exercises such as group work, and providing clearer instructions for the assignments. Prospective students are advised that the course is challenging, and can seem overwhelming at first.

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**EN.600.226.01**  
**Data Structures**  
**Sara More**

Overall quality of the class: 4.14

Summary:

The best aspects of this course included the interesting and practical subject matter, and challenging homework assignments. Some students felt that it took too long to receive feedback on their assignments, and that the assignments were sometimes poorly organized and contained mistakes. A few students also felt that the workload was overwhelming, and the grading was overly harsh. Suggestions for improvement included proofreading and testing homework assignments before they are posted, and grading them faster so that students know where they made mistakes. Prospective students are advised that the course has a heavy workload, and that they should start their assignments early.

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**EN.600.226.02**  
**Data Structures**  
**Joanne Selinski**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included its intellectual challenge, interesting content, and group work. Students felt that the homework assignments were unclear, and sometimes couldn't be done because of mistakes in the assignment. A few students also felt that the grading was slow, and that they should have had graded assignments back before the next assignment was posted. Suggestions for improvement included improving the structure of the class, more timely feedback, and proofing the homework assignments before posting them. Prospective students are advised that they should be proficient in object-oriented programming in Java, and that the assignments can be very time consuming.

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**EN.600.233.01-02**  
**Computer System Fundamentals**  
**Peter Froelich**

Overall quality of the class: 3.78

Summary:

The best aspects of this course included interesting subject matter that bridged the gap between electronics and computation, the opportunity to learn assembly code, and a knowledgeable instructor.

Some students felt that not having outside resources, such as posted notes or a textbook, made preparing for exams unnecessarily difficult. A few students also felt that feedback on homework wasn't timely, and that the course required too much self-teaching. Suggestions for improvement included posting lectures or lecture slides posted online, and timelier grading of assignments. Prospective students are advised that the lectures are important and there's very few resources to catch up, so they should be careful not to miss a class.

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**EN.600.255.01-02**

**Introduction to Video Game Design**

**Peter Froelich**

Overall quality of the class: 4.10

Summary:

The best aspects of this course included being allowed the freedom and creativity to create their own video game, and doing the work in groups. While students enjoyed the group-based work, some felt that being stuck in the same group they picked at the beginning of the course could sometimes work against them. A few students also felt that the homework assignments were too long, and that the grading was overly harsh. Suggestions for improvement included providing online notes and course outlines, and more focus on game design aspects outside of coding, such as art and sound. Prospective students are advised that they should make sure they have plenty of time set aside for this course, as they'll want to put a lot of effort into it.

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**EN.600.256.01-03**

**Introduction to Video Game Design Lab**

**Peter Froelich**

Overall quality of the class: 4.18

Summary:

The best aspect of this course was that it provided structured work time for teams to work on their video games with the freedom to apply what they had learned in class with a degree of creative freedom. Some students felt that the lab was overlong, and didn't think that it needed to be mandatory. A few students also felt that this time would have been more productive with support from the teaching team. Suggestions for improvement included shortening the lab, or not making it a requirement to stay the entire time. Prospective students are advised to come prepared with material for their video game.

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**EN.600.271.01**

**Automata & Computation Theory**

**Sara More**

Overall quality of the class: 4.39

Summary:

The best aspects of this course included challenging coursework and interesting subject matter thoroughly explained by an engaging instructor. Some students felt that the homework wasn't graded and returned to them in a timely. Suggestions for improvement included moving at a faster pace towards the beginning of the course so that more time could be spent on the more difficult material at the end. Other students suggested making notes available online, and getting graded homework back to the students more quickly. Prospective students are advised that having a background in discrete mathematics is extremely important.

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**EN.600.315.01**

**Databases**

**David Yarowsky**

Overall quality of the class: 3.03

Summary:

The best aspect of this course included useful exposure to SQL, lectures being provided online, and interesting subject matter. Some students felt that the course was extremely disorganized, and that the professor was frequently late to class. A few students also felt that the lectures were dry, feedback on assignments was slow, and the professor was difficult to contact. Suggestions for improvement included more interactive lectures, faster feedback on assignments, and more organization. Prospective students are advised that no prior experience is necessary as the course is mostly self-contained, however it is a lot of work.

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**EN.600.318.01**

**Operating Systems**

**Peter Froelich**

Overall quality of the class: 4.38

Summary:

The best aspects of this course including its thoroughness, covering a wide range topics in an in-depth fashion, and an engaging professor. Some students felt that the course workload was unnecessarily large, and that the assignments were given with a short amount of time to complete them. Suggestions for improvement included giving fewer assignments, and reconsidering the amount of time given to complete the assignments. A few students also felt that the lectures could have been diversified that they weren't always just going through code examples. Prospective students are advised that they should have taken Computer System Fundamentals before attempting this course, and that it relies heavily on C programming.

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**EN.600.321.01**

**Object Oriented Software Engineering**

**Scott Smith**

Overall quality of the class: 3.67

Summary:

The best aspects of this course included being able to choose one's own software project, a helpful instructor, and the opportunity to learn software principles and then apply them. Some students felt that adequate feedback on their projects wasn't given in a timely manner, which was especially difficult being that some of the assignments were related. Suggestions for improvement included having TAs give more attention and guidance, as well as more timely feedback. Prospective students are advised to find teammates they trust early on or to enroll as a group.

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**EN.600.335.01**  
**Artificial Intelligence**  
**Philipp Koehn**

Overall quality of the class: 3.80

Summary:

The best aspects of this course included interesting course material that provided a varied overview of AI, and a moderate workload with clear directions. Some students felt that the lectures moved at a slow pace, and could be hard to pay attention to. A few students also felt that there wasn't enough to do between assignments. Suggestions for improvement included giving the students a few additional small assignments to go along with what they are learning in class. Prospective students are advised that proficiency in Python is extremely helpful, and to pay attention to the lecture slides.

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**EN.600.357.01**  
**Computer Graphics**  
**Michael Kazhdan**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included challenging assignments, interesting subject matter, and engaging lectures. Some students felt that the instructor would speak too fast during lecture, and that there wasn't enough guidance on the assignments. Suggestions for improvement included being given more feedback, and examples of the correct implementations of code used in their previous assignments on future ones. Prospective students are advised that they should have a good working knowledge of C++, and to start early on their assignments.

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**EN.600.363.01**  
**Introduction to Algorithms**  
**Michael Dinitz**

Overall quality of the class: 4.09

Summary:

The best aspects of this course included fascinating subject matter, intellectually challenging homework assignments, and the applicable skills learned. Some students found the course to be extremely difficult, and while they appreciated the challenge, they felt that it might need to be lightened. A few students also felt that the grading could be overly harsh. Suggestions for improvement included having the professor use slides rather than handwritten notes during the lectures, and having practice tests for the exam. Prospective students are advised that they should be comfortable with discrete math, and be prepared for rigorous proofs.

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**EN.600.415.01**

**Databases**

**David Yarowsky**

Overall quality of the class: 2.79

Summary:

The best aspects of this course includes is the useful course material, and an in-depth look at the fundamentals of database systems. Some students found the professor to be disorganized, and that the course content and systems covered were out-of-date. A few students also felt that this disorganization extended to the exams and homework assignment schedule. Suggestions for improvement included focusing the course content on more modern systems, and overhauling the project submission system and PowerPoint slides. Prospective students are advised that there is a degree of self-teaching in this course, and that they should expect to spend a lot of time on homework assignments.

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**EN.600.418.01**

**Operating Systems**

**Peter Froelich**

Overall quality of the class: 4.86

Summary:

The best aspects of this course included its well-organized structure, rigorous challenge, and subject matter that gave students a deeper appreciation for how operating systems work. While students didn't appear to fault the course for its difficulty, students did note that it's worst aspect was the exorbitant amount of work that was assigned. Suggestions for improvement included either slightly reducing the workload, or adding a short break between especially demanding assignments. Prospective students are advised that they should be fluent in C, and be careful of taking any other demanding courses at the same time.

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**EN.600.421.01**

**Object Oriented Software Engineering**

**Scott Smith**

Overall quality of the class: 4.07

Summary:

The best aspects of this course included the opportunity to gain real software development experience, creative freedom, and group-based work. However, a common complaint from students was the slow feedback on, and grading, of their homework assignments. Some students also felt the homework assignments were an unnecessary distraction from the project. Suggestions for improvement included being more prompt about returning homework, and adding more TAs. Prospective students are advised that this is a group-based course and that they should choose their group before they enroll to ensure a good collaboration.

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**EN.600.435.01**  
**Artificial Intelligence**  
**Philipp Koehn**

Overall quality of the class: 3.46

Summary:

The best aspect of this course was the well-organized course structure that provided students a broad introduction to its interesting subject matter. Some students felt that there could have been better feedback on their assignments. A few students also thought that the broad range of topics covered sometimes meant that concepts weren't given enough depth. Suggestions for improvement included focusing more on the implementation of AI, and providing more feedback to the students. Prospective students are advised that they should have a background in the Python programming language even though this is not a programming intensive course.

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**EN.600.439.01**  
**Computational Genomics**  
**Benjamin Langmean**

Overall quality of the class: 4.65

Summary:

The best aspect of this course was the interesting subject matter that was effectively conveyed through clear lectures, by an instructor who is a leader in the field, clear lectures, and useful homework assignments. There was not much consensus on the negative attributes of the course, however some students felt that the last homework assignment overlapping the final project was inconvenient for them. Suggestions for improvement included receiving more feedback and guidance on the final project, and adding more material to the course. Prospective students are advised that a background in programming is essential, and that the course strikes a good balance between programming and the conceptual.

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**EN.600.442.01**  
**Modern Cryptography**  
**Abhishek Jain**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included fascinating subject matter, and an instructor who was able to effectively communicate very complex material. Some students felt that the course could move too quickly, and that the homework and exams were sometimes overly difficult. A few students were also surprised by the focus on advanced mathematics, and wondered whether there should be more prerequisites. Suggestions for improvement included trying harder to ensure that the students are keeping up with the material, and relating the difficulty of exams and homework more to the level of difficulty found in the class work. Prospective students are advised that they should already have a background in cryptography, and a strong understanding of mathematics before taking this course.

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**EN.600.443.01**

**Security & Privacy in Computing**

**Matthew Green**

Overall quality of the class: 4.18

Summary:

The best aspects of this course included an extremely knowledgeable instructor, and challenging course material that covers a wide variety of concepts and applications. Some students felt that grading and feedback was inadequate, and that the course suffered from some organizational issues. A few students felt that the course should have focused in more detail on fewer topics. Suggestions for improvement included better overall organization including grading, managing TAs, and giving constructive feedback. Students also thought the course could introduce more depth, especially concerning topics related to web vulnerability. Prospective students are advised that this is an introductory course, and to keep up with the course readings.

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**EN.600.445.01**

**Computer Integrated Surgery I**

**Russell Taylor**

Overall quality of the class: 3.91

Summary:

The best aspects of this course included fascinating subject matter, and instruction that focused both on theory and application. However, students found the workload to be too severe, noting that they were also time consuming and that deadlines sometimes overlapped with other assignments. Students also felt that the instructor would sometimes lecture too fast for them to take notes. Suggestions for improvement included providing more illustrative examples during lecture, and reducing the amount of material the course covers. Prospective students are advised that this is a difficult course with a heavy workload, and they might need to decipher a lot of the material taught themselves.

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**EN.600.445.01**  
**Computer Graphics**  
**Michael Kazhdan**

Overall quality of the class: 4.29

Summary:

The best aspects of this course included the hands-on programming experience, helpful lecture slides, and engaging subject matter. Some students felt that the lectures could be too fast paced at times, and that the difficulty of the homework was sometimes inconsistent. Suggestions for improvement included lecturing at a slower pace, and giving more detailed feedback on homework assignments. Prospective students are advised that a solid background in linear algebra is helpful, and to be prepared to spend a lot of time on homework assignments.

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**EN.600.461.01**  
**Computer Vision**  
**Austin Reiter**

Overall quality of the class: 4.50

Summary:

The best aspect of this course was the fascinating subject matter that emphasized real-world applications. Some students felt that feedback on their assignments could have been more timely, and that the course was poorly organized. Suggestions for improvement included more practice problems and structured homework. Prospective students are advised that they should have a strong background in linear algebra, and some computer programming experience.

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**EN.600.463.01**  
**Algorithms I**  
**Michael Dinitz**

Overall quality of the class: 4.08

Summary:

The best aspects of this course included an organized structure including a course website and schedule, and thorough explanations and lecture notes from the instructor. Some students felt that the exams were overly difficult. A few students also found the instructor's handwriting on the chalkboard to be hard to read. Suggestions for improvement included having more resources to assist in doing the homework assignments. Prospective students are advised that they should have a background in discrete math and proofs before taking this course.

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**EN.600.464.01**  
**Randomized and Big Data Algorithms**  
**Vladimir Braverman**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

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**EN.600.471.01**  
**Theory of Computation**  
**Xin Li**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

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**EN.600.475.01**  
**Introduction to Machine Learning**  
**Ilya Shpitser**

Overall quality of the class: 3.04

Summary:

The best aspects of this course included the interesting subject matter that gave students an opportunity to implement machine learning algorithms. Students found the course to be a broad survey of the subject matter with engaging programming assignments. However, some students felt that there was a disconnection between the material that was covered in class and the material that was assigned as homework. A few students also felt that the course material was poorly paced, and that there wasn't enough feedback on their assignments. Suggestions for improvement included restructuring homework assignments so they better reflect the course material. Prospective students are advised that they should have a solid background in probability before they attempt to take this course.

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**EN.600.479.01**  
**Representation Learning**  
**Raman Arora**

Overall quality of the class: 4.37

Summary:

The best aspects of this course included the amount of material covered, the organization of the topics, and interesting subject matter. Some students felt that the background required to be successful in the course could have been better defined by the course prerequisites. Suggestions for improvement included spreading out the homework assignments over the course of the semester by having smaller more frequent assignments. Students also suggested that the course should cover less material in more depth. Prospective students are advised that this is a very math intensive course, and that the course assumes a background in advanced math.

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**EN.600.615.01****Big Data, Small Languages, Scalable Systems****Yanif Ahmad**

Overall quality of the class: 3.76

## Summary:

The best aspects of this course included the opportunity to familiarize themselves with reading technical papers, gaining exposure to state-of-the-art systems, and its focus on projects. Some students felt that the requirements for course were sometimes vague, including the instructions on their project. A few students also felt that they should have received more feedback on their paper reviews. Suggestions for improvement included adding more structure to the course, and receiving more hands-on experience with some of the systems discussed. Prospective students are advised that the course is focused on reading, and that they will only get out of it what they are willing to put into it.

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**EN.600.639.01****Computational Genomics****Benjamin Langmead**

Overall quality of the class: 4.64

## Summary:

The best aspects of this course included thorough lecture notes, and interesting subject matter taught by an engaging instructor. Some students felt that the groups for the final project were challenging to work within because not all the students had a computer science background. A few students also felt that the class moved too slowly for them. Suggestions for improvement included moving at a faster pace through the material, and being clearer with expectations for the final project. Prospective students are advised that while there is coding in the course, a background in it is not necessary.

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**EN.600.645.01****Computer Integrated Survey I****Russell Taylor**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

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**EN.600.661.01****Computer Vision****Austin Reiter**

Overall quality of the class: 4.63

Summary:

The best aspects of this course included informative lectures that were easy to follow, well-organized lecture slides, and interesting subject matter. Some students thought that there was too much subject matter covered, causing some topics to not receive the depth they deserved. Suggestions for improvement included adding more lab sessions or programming assignments to better learn the applications of the ideas being taught. Other students suggested having a few more homework assignments spread out across the semester. Prospective students are advised that they should have Python or MATLAB coding skills before they enroll in the course.

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**EN.600.664.01**  
**Randomized and Big Data Algorithms**  
**Vladimir Braverman**

Overall quality of the class: 4.36

This class had 5 or fewer comments.

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**EN.600.765.01**  
**Selected Topics in Natural Language Processing**  
**Jason Eisner**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**EN.600.766.01**  
**Selected Topics in Meaning, Translation and Generation of Text**  
**Kyle Rawlins, Benjamin Van Durme**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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**EN.600.768.01**  
**Selected Topics in Machine Translation**  
**Philipp Koehn**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.271.301.03  
Climate Change Adaptation in the Developing World  
Alexios Monopolis, Cindy Parker**

Overall quality of the class: 4.13

Summary:

The best aspects of this course are the small class sizes, the in-class discussions and readings, and how the course transitioned from theory to application seamlessly. Some students felt that the worst aspects included the heavy reading load and timeliness of receiving feedback on assignments. To improve this course students felt that having guest lecturers and having more discussions about negotiations would be beneficial. Prospective students should know that this course focuses primarily on written assignments and incorporates a lot of reading, which is manageable. Overall, students felt that this was a great course!

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**AS.271.120.01  
Environmental Photojournalism  
Alexios Monopolis**

Overall quality of the class: 4.46

Summary:

Students felt that the best aspects of the course were getting the opportunity to explore Baltimore through photography, having the chance to delve into the subject matter in a creative and artistic way, the studio structure of the class, and the one-on-one feedback provided by the instructor. Students indicated that the travel requirements for the course (taking photos off campus) could be difficult but managed to make time to complete this particular course requirement. To improve this class, students noted that having more tutorials on photography skills and having bi-weekly assignments, instead of weekly assignments would be helpful. Prospective students should know that this class is fun and interesting and provides an overall history of photojournalism with details on entering the profession.

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**AS.271.301.01****Sustainable Food Systems****Alexios Monopolis, Antoinette Winkler-Prins**

Overall quality of the class: 3.39

## Summary:

The best aspects of this course included interesting field trips and labs, the small class size, hands on experiences, the various reading assignments that helped increase subject matter knowledge, and learning about different aspects of the food systems. The worst aspects included having to adjust to labs that were held on different days than the class and developing a topic for the final project. To improve this course, students would like to have more time to work in groups, integrating the lab into the course schedule, and having the class twice a week to allow more time for discussion. Overall, prospective students can expect to engage in a fun and interesting class, no background knowledge is required, and to stay on top of readings and assignments.

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**AS.271.301.01****Nature, Baltimore and a Sense of Place****Alexios Monopolis**

Overall quality of the class: 4.50

## Summary:

The field trips, interesting reading assignments, in-class discussions, and non-traditional writing assignments were the best aspects of this class. Some students indicated that the worst aspects were meeting once per week and would have preferred multiple meeting times, and adding more excursions. To improve this class, students indicated that they would like to have more feedback and adding more information on natural history as it would complement the readings and excursions. Prospective students should know that this class is definitely worth taking, especially if you like being outdoors. The class is fun and although the reading load was heavy students felt that they got out of the class what they put in.

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**AS.270.221.01****The Dynamic Earth Laboratory****Amanda Charrier**

Overall quality of the class: 4.20

## Summary:

This class had 5 or fewer comments

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**AS.271.220.01****The Dynamic Earth: An Introduction to Geology****Benjamin Passey**

Overall quality of the class: 4.29

## Summary:

The best aspects of this class were studying for the quizzes, manageable workload, having informative lectures and readings, field trips, and the professor's ability to make a complicated concept easy to understand. The difficulty of the textbook and lengthy lectures were identified as the worst aspects of this course. To improve this class, students indicated that they would like more interactive components but overall, this is a great class. Prospective students should know that this is an introductory course and no previous background is necessary. The professor is fun and the material is engaging.

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**AS.270.378.01****Present & Future Climate****Darryn Waugh, Benjamin Zaitchik**

Overall quality of the class: 3.78

## Summary:

The best aspects of this class are having a professor who really wanted to ensure students understood the concepts, small class size, and the lecture content that allowed for close interaction with the professor. Some students felt that the lectures were repetitive and they could have utilized more direction as it pertained to the final paper. To improve this course, students would like to have multiple midterms that span the duration of the semester. In addition, adding legends and captions to the power point presentation would be helpful. Prospective students should be prepared for an interesting class that is challenging but fulfilling. Also, it is not necessary to have background knowledge in atmospheric and climate science.

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

Overall quality of the class: 4.33

This class had 5 or fewer comments

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**AS.270.103.01****Introduction to Global Environmental Change****Peter Olson, Darryn Waugh**

Overall quality of the class: 3.37

Summary:

The best aspects of this class include the ease of material, the informative lectures and passionate professors, wide breadth of study which is perfect for an introductory course, and the course content. Some of the worst aspects include inconsistent due dates for homework assignments and the structure of the lectures. Some students felt that in order to improve this course the lectures should be more engaging and interactive, possibly incorporating more discussions. Also, students felt that they could benefit from lectures that are conducted at a faster pace. Overall, prospective students should expect a science-based course and the readings can be challenging. However, the class provides good information as a general introduction to environmental change.

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**AS.270.305.01**

**Energy Resources in the Modern World**

**Jerry Burgess**

Overall quality of the class: 3.83

Summary:

The best aspects of this course include the classroom presentations, the wide array of topics covered that covers not only the scientific aspects but the historical and social points of view as well, the energy and passion the professor exuded, and the engaging lectures. The worst aspects identified include the copious amounts of student presentations and having a full understanding of what was expected from students. To improve this course students suggested that the syllabus be more detailed in terms of what is expected, and although there are several group presentations, the course is comprehensive and interesting. Prospective students should be prepared to interact with peers and learn a wealth of information.

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**AS.270.308.01**

**Population/Community Ecology**

**Katalin Szlavec**

Overall quality of the class: 3.58

Summary:

The best aspects of the course include the use of the online textbook, interesting subject matter, and engaging use of case studies. The worst aspects of this class are online homework assignments however, the professor is always available to answer any questions during class. In addition, students felt that the balance between information presented in the text and what was presented in class could be better. This course could be improved by incorporating more engaging lectures and practice tests. Prospective students should know that some background knowledge of ecological services and global environmental change could be beneficial. Also, students should know that the content is interesting and the class offers an interesting perspective on climate issues.

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**AS.270.205.01**

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

**Xin Chen**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this class are having access to several hands on exercises that ultimately facilitate learning, the textbook provides clear tutorials and helped students through weekly assignments, and a helpful, enthusiastic professor who is hands on and provides the freedom to manipulate the program used for this class. Students considered the worst aspects to be the lengthy lectures and the concepts could be complex at times but the workload is manageable. To improve this course students felt that they could have benefited from databases being accessible through library computers and more in-depth discussions on the real world applications of the software program. Overall, prospective students should know that no background is necessary to do well and the course provides an excellent, comprehensive introduction.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
EAST ASIAN STUDIES DEPARTMENT**

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

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

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**AS.310.115.01  
Ghost Tales from China and Japan, 14<sup>th</sup>-19<sup>th</sup> Centuries  
Fumiko Joo**

Overall quality of the class: 4.25

Summary:

The best aspects of the class are the captivating discussions, enthusiastic and organized professor, interesting course material, hands on learning environment, and well curated syllabus. The worst aspects included the availability of the power point lectures, and there are several readings however, the stories covered are fascinating. To improve this class, students would like to have access to the power point presentations, more quizzes, and a more interactive approach to the material. Prospective students should know this class is worth taking as it is fun, manageable, and no prior knowledge is necessary.

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**AS.310.118.01  
Japanese Popular Culture  
Fumiko Joo**

Overall quality of the class: 3.71

Summary:

The best aspects of this class include the interesting and relevant topics covered, relaxed classroom environment, student presentations are mixed in with lectures every week, thought-provoking in-class discussions, and analyzing primary source pop culture artifacts, such as anime, manga, and cosplay. The open-ended final project is fun and beneficial. The worst aspects include lengthy reading assignments, some of the topics are a bit complex, and some students are more engaged than others. To improve this class, student suggest that a smaller class size would be beneficial, more participants during discussions, viewing movie clips during classroom instruction, and more guided discussions. Prospective

students should know this class is reading intensive but the class is fun and provides students with a general overview of the major aspects of Japanese culture.

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**AS.310.305.01**

**Southeast Asia and US Security**

**Marvin Ott**

Overall quality of the class: 4.78

Summary:

The best aspects of this class include interesting reading material and fascinating information. Also, the professor is knowledgeable and each lecture is like a deep, informative storytelling session about the region, and its history/culture. The worst aspects are long lecture periods and lack of opportunities to participate during class. To improve this class, students indicated that a smaller class size would improve the overall dynamic of the classroom experience, and the course should be taught in two sessions. Prospective students should know that the class isn't very interactive but is worth taking, particularly for anyone who has an interest in security or government.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.180.101.01-17; 21-24  
Elements of Macroeconomics  
Robert Barbera \***

Overall quality of the class:

Summary:

The best aspects of the course included really interesting topics and awesome lectures which explored real world connections to macroeconomics. Many students found it difficult to prepare for found exams. Some students found the fast paced lecture style of this course to be a challenge. Suggestions for improvement include providing more review sessions, curtailing the speed of lectures, incorporating longer section periods into the class, and disseminating more in-depth PowerPoint slides and review materials. Prospective students should know that former students deemed the grading system for this class to be fair to generous. Prospective students should be prepared to allocate time to understanding assigned reading outside of class.

**AS.180.241.01  
International Trade  
Trent Bertrand**

Overall quality of the class: 3.00

Summary:

The best aspect of this course was the interesting subject matter that the instructor, due to his professional experience, was able to convey to students in a practical real-world manner. Some students felt that his lectures would often go off topic, and that there was a lack of guidance on the term paper. A few students also felt that his lectures lacked objectivity. Suggestions for improvement included adding more structure to the course and its lectures, and for the instructor to stay on topic. Prospective students are advised that there is a lot of self-teaching involved in succeeding in this class.

**AS.180.261.01**  
**Monetary Analysis**  
**Laurence Ball**

Overall quality of the class: 3.82

Summary:

The best aspects of this course included well-structured lectures that reflected the material in the textbook, relevant information that had real-life applications and was up-to-date with current events. Some students felt that the midterms didn't accurately reflect the material taught in the course and the textbook, and that the grading seemed arbitrary and sometimes overly harsh. A few students also felt that the lectures were sometimes too repetitive of the textbook. Suggestions for improvement included making the class and lectures more interactive, and posting lecture notes online. Prospective students are advised that this is a fair and manageable course that doesn't assume too much of an economics background, but that the exams can be a bit challenging.

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

Overall quality of the class: 4.04

Summary:

The best aspects of this course included relevant and up-to-date content, engaging lectures, and an instructor who was able to show the material's application to real world scenarios. Some students felt that the final exam figured unnecessarily heavy in the grading scheme, and that the class sessions were too long at 3 hours each. A few students also felt that the extra credit assignment wasn't fair to students who did well on the midterm. Suggestions for improvement included splitting the class into two lectures twice a week, reducing the amount of homework, and giving more feedback on the assignments. Prospective students are advised that an understanding of microeconomics is helpful, and to be prepared to study outside of class.

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**AS.180.301.01-03**  
**Microeconomic Theory**  
**Ying Chen, Antonio Trujillo**

Overall quality of the class: 2.50

Summary:

The best aspect of this course was the intellectually challenging and interesting course material. Some students found the instructor to be hard to understand, and felt that the course's structure was unclear. Other students felt that the midterms were unnecessarily difficult, seeming not to correspond to the problem sets, and being multiple choice rather than having open questions which could have been given partial credit. Suggestions for improvement included readjusting the grading system, making the class

more discussion-based, and making the exam questions more like the problems found in earlier assignments. Prospective students are advised that they will need to pay close attention to lecture, and to be prepared study hard outside of class.

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**AS.10.301.04**  
**Microeconomic Theory**  
**Antonio Trujillo**

Overall quality of the class: 2.53

Summary:

The best aspects of this course included the challenging and interesting subject matter, and lecture slides being made available online. Some students felt that the grading system was inconsistent and unclear, and that there was too much self-teaching involved due to lectures that were hard to follow. A few students also noted that the exams didn't represent the material taught in class, and that the course's grading system was inconsistent. Suggestions for improvement included using the chalkboard instead of slides for example problems solved in class, and making sure the grading system is clear to the students. Prospective students are advised that they should have a solid background in calculus before taking this class, and to be prepared to study independently to understand the material.

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**AS.180.303.01**  
**Topics in International Macroeconomics and Finance**  
**Olivier Jeanne**

Overall quality of the class: 4.30

Summary:

The best aspects of this course included interesting subject matter that provided an in-depth analysis of current events, useful lecture notes, and a knowledgeable instructor. Some students felt that the problems sets didn't relate well to the material taught in the lectures, and that they were overly difficult. A few students also felt that wasn't enough reading material to give them adequate background knowledge of the concepts taught in lecture. Suggestions for improvement included more homework assignments so that their grades wouldn't depend so heavily on the final exam, and improved feedback on assignments. Prospective students are advised that having previously taken a course on macroeconomics is helpful, and that the class is recommended for anyone majoring in economics.

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

Overall quality of the class: 4.84

Summary:

The best aspects of this course included the discussion-based format which the instructor did a great job facilitating, the small class size, and the intellectually stimulating content. A few students felt that the readings were too long, and that the grading sometimes seemed harsh. Suggestions for improvement included being clearer regarding expectations for the paper, and putting lecture notes online. Prospective students are advised that they should be prepared to participate in class discussions, and that their grade relies heavily on that participation.

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**AS.180.334.01-02**

**Econometrics**

**Jorge Balat**

Overall quality of the class: 3.00

Summary:

The best aspects of this course included engaging course material, the lecture notes being available online, and weekly homework which served to reinforce the concepts taught in class. Some students felt that the lectures were not very engaging, and could of used more interactive elements. Students also felt that the grading was harsh, and the final exam weighed too heavily on their final grade. Suggestions for improvement included providing clearer examples during lectures, and doing the math on the chalkboard instead of only showing it on the slides. Prospective students are advised that this class requires a lot of self-teaching, and that if they get behind it is very challenging to catch back up.

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**AS.180.355.01**

**Economics of Poverty/Inequality**

**Robert Moffitt**

Overall quality of the class: 4.29

Summary:

The best aspects of this course included its clear structure and expectations, and interesting subject matter that offered perspective on many relevant economic issues. Some students felt that the lectures were sometimes dry, and there was too much writing for a non-writing intensive course. A few students also felt that grading was harsh, and not having practice problems during the semester made the problem-based exams much more difficult. Suggestions for improvement included replacing some of the discussion papers with problem sets, and making the lectures more interactive. Prospective students are advised that this is a writing-heavy course, and to keep up with readings in order to participate in the class discussions.

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**AS.180.363.01**

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

**Nick Papageorge**

Overall quality of the class: 4.71

This class had 5 or fewer comments.

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**AS.180.372.01**

**Finance and Macroeconomy**

**Jon Faust**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.180.601.01**

**Microeconomic Theory I**

**Edi Karni, M. Khan**

Overall quality of the class: 4.54

Summary:

The best aspects of this class include the interesting topics presented, excellent teaching methods, and clarity of the presentations. The worst aspects include not having a midterm exam so students can assess their standing, and spending too much time on a particular area. To improve this class, devoting more time to the more difficult concepts, and spending more time reviewing homework solutions could be beneficial. Prospective students should know this class is taught well but can be challenging. Some students indicated that having a background in mathematics would be helpful.

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**AS.180.603.01**

**Macroeconomic Theory I**

**Christopher Carroll**

Overall quality of the class: 3.91

Summary:

The best aspects of this class include the professional and academic experiences provided by the instructor, the range of topics covered, and the structure and organization of the lectures. The worst aspects include the number of models covered and not having enough time to absorb the material, too many handouts where electronic copies could be utilized, and having a syllabus that is a little too ambitious. To improve this class, having more real world examples on the applications of the various models, and trimming some of the redundant material would be beneficial. Prospective students should know that some knowledge of phase diagrams and optimal control theory would be helpful, and learning the main models and all of their derivatives would be helpful.

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**AS.180.605.01**

**Advanced Macroeconomics**

**Erick Sager**

Overall quality of the class: 4.38

Summary:

This class had 5 or fewer comments.

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**AS.180.607.01**  
**Macroeconometrics I**  
**Jon Faust**

Overall quality of the class: 5.00

Summary:

This class had 5 or fewer comments.

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**AS.180.636.01**  
**Statistical Inference**  
**Yuya Sasaki**

Overall quality of the class: 4.00

Summary:

The best aspects of this class include the effective teaching style of the instructor, presentation of the material, and the various topics covered. Students didn't indicate any poor aspects of the course but did suggest that the class should have more emphasis on understanding concepts rather than memorizing them. In addition, students felt the course could benefit by having more challenging concepts included. Prospective students should know that no prior knowledge is necessary to do well.

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**AS.180.637.01**  
**Microeconometrics I**  
**Yuya Sasaki**

Overall quality of the class: 4.33

Summary:

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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
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**EN.520.137.01  
Introduction To Electrical & Computer Engineering  
Trac Duy Tran**

Overall quality of the class: 4.66

**Summary:**

The best aspects of this course included the interesting lectures, lab work, and an engaging professor who connected the subject matter to real life applications and everyday technologies. While some students enjoyed the labs, some felt that they lacked organization, in some cases not having enough instruction to feel confident in what they were doing. Students also noted that the components for the labs were sometimes unreliable. Suggestions for improvement included improving the quality of the labs, through additional supplies, preparation, and giving the students more time to complete them. Prospective students are advised that talking to the professor during office hours is extremely helpful if they begin to struggle with the material.

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

Overall quality of the class: 2.89

**Summary:**

The best aspects of this course included creative freedom to direct your own learning through choosing the project you'll be working on, and the practical application of ECE concepts. Some students felt that the grading seemed arbitrary or overly harsh. A few students who were 1-credit team members found the course to be loosely structured, and were disappointed to find that they didn't get to work on the team project. Suggestions for improvement included having more regular feedback and communication concerning grades, more guidance on both the project and for 1-credit team members. Prospective

students are advised that even if they are 1-credit members to still try and participate with their team's project in order to get the most out of the class.

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**EN.520.213.01**

**Circuits**

**Howard Weinert**

Overall quality of the class: 3.59

Summary:

The best aspects of this course included its flexibility in terms of the homework and attendance being optional, and the in-class review of homework questions. Being able to drop the final exam if they did well enough on previous tests was another aspect that was appreciated. While some of the students appreciated the flexibility of the homework not be required, others felt it was hindrance because of it not being factored into their grade. A few students also felt that the class wasn't paced right, with too much time being spent on simpler topics towards the beginning of the course, and later having more complicated lessons being rushed through. Suggestions for improvement included getting grades or extra credit for homework assignments, expanding the material covered, and adding more real-world application to the lessons. Prospective students are advised that they should do all of the homework assignments, graded or not, in order to keep up with the class and be prepared for the exams.

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**EN.520.219.01**

**Fields, Matter & Waves**

**Mark Foster**

Overall quality of the class: 3.96

Summary:

The best aspects of this course included the interesting subject matter, the emphasis on learning concepts rather than doing anything that felt like busywork, and a manageable workload. Some students felt that the class spent a little too much time reviewing Physics II, and that the course sometimes seemed disorganized in terms of feedback and pacing. Suggestions for improvement included spending more time on working with MATLAB coding, and spreading the out the material more uniformly across the semester. Other students suggested posting lecture notes online so they would be able to catch up in the event that they miss a lecture. Prospective students are advised that having previous experience with Physics II is helpful, but that this course offers a good review of it if they had trouble understanding it the first time. It is also suggested that they take careful notes during lectures.

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**EN.520.240.01-02**

**Introduction to Mechatronics**

**Charbel Rizk**

Overall quality of the class: 3.60

Summary:

The best aspects of this course included the hands-on experience it provided, a dedicated instructor, and scope of the material covered. Some students felt that the course and lab work was disorganized at times, citing lab space that lacked necessary materials, and unclear directions. A few students also felt that work expectations and feedback on their submitted work was poor. Suggestions for improvement included better structured labs, and stable work expectations. Prospective students are advised that previous experience with coding and circuits is helpful, and to be ready to put a lot of time into the class.

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**EN.520.270.01**

**Introduction to Renewable Energy Engineering**

**Susanna Thon**

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the content which offered an excellent overview of its subject matter, homework that was relevant to what was taught in class, and the field trip to the CoGen plant. Some students thought that the grading of their homework was sometimes overly harsh. A few students felt that the homework could be tedious, and that the second exam was too long for the time allotted. Suggestions for improvement included having the class notes posted online. Prospective students are advised that the class is difficult but worth the struggle, and that they should be sure to take careful notes during lectures.

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**EN.520.345.01-04**

**Electrical & Computer Engineering Laboratory**

**Amy Foster, Sathappan Ramesh**

Overall quality of the class: 3.92

Summary:

The best aspects of this course included the practical experience gained through building circuits, and the lab-based final exam which students felt was appropriate for the course. Some students felt that the lectures were not very helpful, adding that they would have liked more time to be spent on the reasons the circuits work. A few students also found that rotating lab partners seemed counter-intuitive, and that expectations for the lab reports were sometimes unclear. Suggestions for improvement included having more or longer lectures, and clearer lab manuals. Prospective students are advised not to procrastinate on their lab reports, and that the class is a good introduction to building circuits, but does not include much in terms of theory.

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**EN.520.349.01-02**

**Microprocessor Lab I**

**Robert Glaser**

Overall quality of the class: 3.79

Summary:

The best aspects of this course included the personal challenge of learning a lot of material in a short period of time, and the satisfaction of successfully getting an assembled project to work. Some students felt that there were an excessive amount of hardware and software issues during lab, and that the technology used was dated. A few students also felt that the lectures were ineffective, and that learning from the textbook was very time consuming. Suggestions for improvement included better lab supplies, a lot of the chips and boards wouldn't function, and using more up-to-date technologies. Prospective students are advised that the textbook is a necessity, and to be thorough when writing their lab reports.

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**EN.520.407.01**

**Introduction to the Physics of Electronic Devices**

**Jacob Khurgin**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the variety of theories taught, and that many aspects of physics were considered in addition to electrical physics. Students also found the material useful, and the homework assignments stimulating. A few students felt that the material could be tedious due to an excessive amount of equations, and the lectures slides were also heavy on math. Suggestions for improvement are more application-based topics, and adding more example problems to the course. Prospective students are advised that the course material can be very heavy, but that the course is recommended to those who have an interest in real world applications of physics.

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**EN.520.414.01**

**Image Processing & Analysis**

**John Goutsias**

Overall quality of the class: 4.20

Summary:

The best aspects of this course included its well-organized structure, helpful lecture slides, and the useful subject matter. Some students felt that the material covered, while a good basis for further study, seemed outdated. Suggestions for improvement included working on more programming problems in order to give the students more practical experience. Students also thought that more detailed steps could be given in the examples. Prospective students are advised that background knowledge in signals and processing will benefit them.

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**EN.520.424.01-02**

**FPGA Synthesis Lab**

**Philippe Pouliquen**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included its practical and hands-on approach to learning hardware development, gaining experience in VHDL coding, and helpful handouts. Some students felt that the course was too time consuming, and that the pace of the lectures could be too fast. Suggestions for improvement included slightly reducing the number of projects, and more direction on how to do the labs. Students also thought that the pace of the lectures should be slowed down. Prospective students are advised that this course is extremely time consuming, but in the end, incredibly rewarding.

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

Overall quality of the class: 3.71

Summary:

The best aspect of this course was being able to pick one's own project, and following it from idea to a physical prototype. Students were also engaged by actually having to go out into the field and interview potential customers, and with working in groups. A few students felt that the course moved a little slow at times, and could have been more rigorous. Suggestions for improvement included having more input from the professor on the projects, and lecturing in a more interactive style. Prospective students are advised that while this is an easier class than others of the same level, it is a self-driven class so they'll need to be prepared to keep up.

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

Overall quality of the class: 4.40

Summary:

The best aspects of this course included lessons being a combination of theory and application, and cohesive course materials that proved a valuable resource. Some students felt that the workload was overly heavy, and feedback on exams and homework was wanting. Suggestions for improvement included covering less material, and covering more example problems in class. Students also thought the course would benefit from a reduced number of exams and quizzes. Prospective students are advised that this is a very difficult and time-intensive course, and that they will benefit from having a strong math background.

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**EN.520.435.01**  
**Digital Signal Processing**  
**Howard Weinert**

Overall quality of the class: 4.22

Summary:

The best aspect of this course was the useful and interesting subject matter that was well-curated by the instructor. Some students felt that the class was too focused on theory rather than the application of the ideas. A few students also thought there was a lack of examples for some of the problem types, and that the homework didn't relate to the material taught in class. Suggestions for improvement included giving students an introduction to MATLAB, a textbook that aligns with the class material, and putting notes online. Prospective students are advised that they will need to have a background in MATLAB in order to complete the homework assignments.

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**EN.520.445.01**  
**Audio Signal Processing**  
**Mounya Elhilali**

Overall quality of the class: 4.55

Summary:

The best aspects of the course included the wide range of topics covered, and the open-ended projects which allowed students to apply the theoretical knowledge they had been taught previously. Some students felt that there wasn't enough feedback on the projects, and that the project requirements weren't presented in enough detail. Suggestions for improvement included having a couple of homework assignments in order to review for the midterm. Students would have also liked to have had a clearer understanding of the course's grading system. Prospective students are advised that they will need working knowledge of MATLAB, and that they should start early on the projects as they prove to be a lot of work.

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**EN.520.452.01-02**  
**Advanced ECE Engineering Team Project**  
**Ralph Etienne Cummings**

Overall quality of the class: 3.36

This class had 5 or fewer comments.

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**EN.520.454.01**  
**Control Systems Design**  
**Pablo Iglesias**

Overall quality of the class: 4.67

Summary:

The best aspects of this course included the concepts and topics covered, the online notes and final project which reinforced the topics effectively, and the approachable professor. Some students felt that there could have been more lab time and hands-on projects. A few students also felt that there wasn't

enough guidance from the professor during the final project. Suggestions for improvement included having more homework to better distribute the basis of the final grade, and having more MATLAB demonstrations. Prospective students are advised that this class' prerequisites are important to consider before registering, and that there is less lab time than you might expect from a lab course.

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**EN.520.491.01**  
**CAD Design of Digital VLSI Systems I (Seniors/Grads)**  
**Ralph Etienne Cummings**

Overall quality of the class: 3.00

Summary:

The best aspect of this course was the final project in which the students utilized what they had learn to design their own microprocessor. Some students wanted more feedback on their homework assignments, noting that the feedback was composed entirely of a point value. A few of the students felt that the homework was generally ineffective, and that the course covered too much information. Suggestions for improvement included a clearer structure for the course, with focus on lectures that better relate to the homework, and more hands-on help with the software. Prospective students are advised that is a class that requires a lot of time for its assignments, and having knowledge of the programming languages used is helpful.

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**EN.520.495.01-02; 04-05**  
**Microfabrication Laboratory**  
**Andreas Andreou, Jeff Wang**

Overall quality of the class: 3.86

This class had 5 or fewer comments.

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**EN.600.615.01**  
**Big Data, Small Languages, Scalable Systems**  
**Yanif Ahmad**

Overall quality of the class: 3.76

Summary:

The best aspects of this course included the opportunity to familiarize themselves with reading technical papers, gaining exposure to state-of-the-art systems, and its focus on projects. Some students felt that the requirements for course were sometimes vague, including the instructions on their project. A few students also felt that they should have received more feedback on their paper reviews. Suggestions for improvement included adding more structure to the course, and receiving more hands-on experience with some of the systems discussed. Prospective students are advised that the course is focused on reading, and that they will only get out of it what they are willing to put into it.

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**EN.600.639.01**  
**Computational Genomics**  
**Benjamin Langmead**

Overall quality of the class: 4.64

Summary:

The best aspects of this course included thorough lecture notes, and interesting subject matter taught by an engaging instructor. Some students felt that the groups for the final project were challenging to work within because not all the students had a computer science background. A few students also felt that the class moved too slowly for them. Suggestions for improvement included moving at a faster pace through the material, and being more clear with expectations for the final project. Prospective students are advised that while there is coding in the course, a background in it is not necessary.

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**EN.600.645.01**  
**Computer Integrated Survey I**  
**Russell Taylor**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

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**EN.600.661.01**  
**Computer Vision**  
**Austin Reiter**

Overall quality of the class: 4.63

Summary:

The best aspects of this course included informative lectures that were easy to follow, well-organized lecture slides, and interesting subject matter. Some students thought that there was too much subject matter covered, causing some topics to not receive the depth they deserved. Suggestions for improvement included adding more lab sessions or programming assignments to better learn the applications of the ideas being taught. Other students suggested having a few more homework assignments spread out across the semester. Prospective students are advised that they should have Python or MATLAB coding skills before they enroll in the course.

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**EN.600.664.01**  
**Randomized and Big Data Algorithms**  
**Vladimir Braverman**

Overall quality of the class: 4.36

This class had 5 or fewer comments.

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**EN.600.765.01**

**Selected Topics in Natural Language Processing**

**Jason Eisner**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**EN.600.766.01**

**Selected Topics in Meaning, Translation and Generation of Text**

**Kyle Rawlins, Benjamin Van Durme**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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**EN.600.768.01**

**Selected Topics in Machine Translation**

**Philipp Koehn**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.662.611.01**  
**Strategies: Accounting & Finance**  
**Annette Leps**

Overall quality of the class: 4.00

Summary:

The best aspect of this course was the useful information taught, the students found financial analysis to be very valuable. Some students felt that the class could move at a faster pace than was desired, and that the material taught in the second half could have been reviewed. Students also noted that the instructor could speak too fast at times. Suggestions for improvement included the instructor working on speaking slower, and meeting twice a week instead of just once. Prospective students are advised that some accounting experience is helpful, and that the course can be fast paced.

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**EN.662.620.01-02**  
**Professional Presentations**  
**Julie Reiser**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

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**EN.662.692.01**  
**Strategies for Innovation & Growth**  
**Pamela Sheff**

Overall quality of the class: 4.23

Summary:

The best aspects of this course were the class discussions, innovative ideas explored, and the interactive quality of instruction. While some students thought the discussions were one of the best things about the course, others felt that there was too much discussion and not enough lecture. Suggestions for improvement included better balancing discussion and lecture time, and for the instructor to speak more about their experience in the professional world. Prospective students are advised that this course is very different from other engineering courses, but they will learn a lot.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2015  
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

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**AS.060.100.01  
Introduction to Expository Writing  
Patricia Kain**

Overall quality of the class: 4.60

Summary:

The best aspects of this class include the one-on-one conferences, having an engaging and helpful professor, the short story narratives, and receiving a great writing foundation. The worst aspects include the lack of group discussions, difficult quizzes, and the length of the class. To improve this course, engaging students in more in-class discussions, and having diverse writing topics would be beneficial. Prospective students should know that this course is helpful in building confidence and skill with writing, and learning about the structure of essays proved beneficial.

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

Overall quality of the class: 4.50

Summary:

The best aspects of this class include having an involved and engaging professor, learning about the mechanics of writing, and learning how to logically structure and organize an argument for an essay. The worst aspects include the time required to write essays, and the class could be challenging and tedious at times. To improve this class, having more interactive in-class assignments, and having a better reading selection would be helpful. Prospective students should know that this is a great class that helps to build strong writing skills, and although challenging, the payout is worth it in the end.

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**AS.060.100.04-05**

**Introduction to Expository Writing**  
**Anne-Elizabeth Brodsky**

Overall quality of the class: 4.39

Summary:

The best aspects of this class include the small class size, the structure and organization of the class, and the personal essay meetings with the instructor. The worst aspects include the intense writing assignments, and being able to connect to the reading assignments. To improve this class, implementing more conferences, and incorporating more diverse reading assignments would be helpful. Prospective students should know that there is a lot of reading involved in this course but it is a great course to learn the essentials of writing.

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**AS.060.100.06-07**  
**Introduction to Expository Writing**  
**Marie O'Connor**

Overall quality of the class: 4.21

Summary:

The best aspects of this course include receiving ample feedback on assignments, learning valuable writing skills, small class size, and the thoroughness of instruction. The worst aspects include the boring reading assignments, and the ineffective in-class workshops. To improve this course, having more effective discussions during workshops, incorporating a better reading selection, and holding the class in a better room would be beneficial. Prospective students should know that this is a great course regardless of major, and although there is a lot of reading the course will help improve essay writing skills.

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**AS.060.107.01**  
**Introduction to Literary Study**  
**Mark Thompson**

Overall quality of the class: 4.27

Summary:

The best aspects of this class include the extended discussions during class, amazing literary critiques provided by the instructor, having a knowledgeable and engaging professor, and the broad range of reading material covered. The worst aspects include the availability of the instructor, not having a blackboard site, and not receiving feedback on assignments promptly. To improve this course, delving deeper into the topics, meeting more than twice per week, receiving more clarification on what is expected of students, and having more access to the instructor would be beneficial. Prospective students should know that this course is manageable but students are strongly urged to take this class. The course is fun and provides a really good introduction to literary study.

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**AS.060.107.02**  
**Introduction to Literary Study**  
**Jared Hickman**

Overall quality of the class: 3.88

Summary:

The best aspects of this class include having an enthusiastic and passionate professor, having open-ended writing assignments, and interesting and thought provoking in-class discussions. The worst aspects include the dense reading material, slow receiving feedback, and the large classroom size. To improve this course, receiving feedback in a timely fashion, incorporating more technical reading assignments, and having a sample rubric for assignments would be helpful. Prospective students should know that you will need to keep up with readings as class participation hinges on being prepared. Although there is a lot of reading involved the course is fun and students should have basic knowledge and skill in constructing an essay.

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**AS.060.108.01**  
**Time Travel**  
**Jesse Rosenthal**

Overall quality of the class: 3.93

Summary:

The best aspects of this class include having the opportunity to explore fascinating topics regarding time travel, the interesting and engaging readings and movies, and the in-class discussions. The worst aspects include not having clear essay expectations, not receiving assignment feedback in a timely fashion, and the time consuming reading assignments. To improve this course, having designated film screening times, more office hours to discuss ideas with the professor, and clearer course expectations. Prospective student should know that the professor is fun and the class is enjoyable. Also, this course develops essay writing skills and a rewarding way.

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**AS.060.113.01**  
**Expository Writing**  
**Zachary Reyna**

Overall quality of the class: 3.90

Summary:

The best aspects of this class include receiving constant feedback from the instructor, having pre-draft conferences, and the intellectually challenging reading material. The worst aspects of this class include the ineffective peer reviews, and inconsistent spacing of assignments. To improve this class, spreading out the workload, more engaging in-class discussions, and adding current events into discussion topics would be beneficial. Prospective students should know that the professor is very nice and helpful. This course also covers interesting topics and having prior writing experience could be helpful but not required.

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**AS.060.113.02**  
**Expository Writing**  
**Aaron Begg**

Overall quality of the class: 4.15

**Summary:**

The best aspects of this class include the interesting topics covered, receiving personalized feedback from the instructor, being challenged and introduced to college level writing, analysis, and reading, and the films presented were enjoyable. The worst aspects of this class include the essay topics as often they were hard to grasp, and the peer-based feedback could be inconsistent. To improve this course, having more group presentation, more interesting documentaries to analyze, and including deeper analysis on certain topics would be beneficial. Prospective students should know that this course can be difficult but will aid students in becoming better writers.

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**AS.060.113.03**  
**Expository Writing**  
**John Brandau**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this class include the interesting and challenging reading assignments, learning to read and write critically, the manner in which the instructor explains and breaks down the material, and the thought provoking in-class discussions. The worst aspects include the availability of the instructor, and the difficulty of the essay assignments. To improve this course, providing more options for office hours, making peer reviews anonymous, and incorporating more discussions would be beneficial. Prospective students should be prepared to engage in a heavy workload but the benefits of the course are evident where learning how to structure and develop academic arguments are done in a fun and interactive manner.

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**AS.060.113.04**  
**Expository Writing**  
**Sandy Koll**

Overall quality of the class: 4.07

**Summary:**

The best aspects of this class include the stimulating discussion topics, the in-class discussions, the explanations provided by the instructor particularly on the more difficult subjects, and the small classroom size. The worst aspects include the heavy workload and the frequency in which work is due, lack of focus on analyzing the reading material, and the ambiguity of the writing assignments. To improve this course, incorporating more variety into the readings, having more interactive in-class

activities to strengthen knowledge base, and spending more time on writing mechanics would be beneficial. Prospective students should know that there is a lot of writing involved in this class but the material is thought provoking.

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**AS.060.113.05**  
**Expository Writing**  
**Sung Mey Lee**

Overall quality of the class: 4.08

Summary:

The best aspects of this class include the thought provoking questions and having ample opportunities to compose drafts and rewrites, the feedback from the instructor, the myriad of reading assignments, and the systematic learning environment. The worst aspects include the time consuming essays, lack of conferences, and not having enough time to workshop with other students. To improve this course, having more time during workshops, and more in-depth review of the readings would be beneficial. Prospective students should know that a lot of time needs to be devoted to this class but the workload is manageable and fun.

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**AS.060.113.06**  
**Expository Writing**  
**Marianna Bergamaschi Ganapini**

Overall quality of the class: 4.60

Summary:

The best aspects of this class include having clear course expectations, small class size, learning how to critically read and write essays through a multitude of assignments, and the feedback provided by the instructor. The worst aspects include the essay deadlines which evoked a lot of stress, and the dense reading material. To improve this course, having more diverse reading assignments, and having more time devoted to analyzing reading material would be beneficial. Prospective students should know that this course requires extensive writing but the work is manageable, and the grading system is clearly outlined and fair.

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**AS.060.113.07; 11**  
**Expository Writing**  
**Anthony Wexler**

Overall quality of the class: 4.70

Summary:

The best aspects of this class include the exciting and fun debates with fellow classmates, the approachable and encouraging instructor, the intellectual and thought provoking material, and receiving ample feedback on assignments. The worst aspects include the heavy workload, the lack of time to

delve deeper into concepts, and dense reading assignments. To improve this course, better timing of course assignments, and a quicker turn around on graded assignments. Prospective students should know that there is a lot of writing for the class but the instructor helps students to make it manageable.

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**AS.060.113.08-09**  
**Expository Writing**  
**George Oppel**

Overall quality of the class: 4.56

Summary:

The best aspects of this course include having an engaging and fun instructor, thought provoking reading assignments, and the useful in-class discussions. The worst aspects include having to master the required writing style as it seemed rigid, the workshops that often weren't useful, and having a harsh grading rubric. To improve this course having more interactive lectures and discussions, more conference time options, and more flexibility regarding the structure of the essay would be helpful. Prospective students should know that this is a great course and the instructor is extremely helpful, and no prior knowledge is needed to do well. Overall, this is an interesting class worth taking!

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**AS.060.113.10**  
**Expository Writing**  
**Tobias Huttner**

Overall quality of the class: 4.08

Summary:

The best aspects of this class include the engaging in-class discussions and learning about the social impacts of pop music, the thorough and helpful introduction to expository writing provided by the instructor, and the fascinating reading material. The worst aspects include an unclear grading rubric, and the heavy workload. To improve this course, having class meeting times spread out throughout the week, incorporating additional conferences, and having a concrete grading rubric for essays would be beneficial. Prospective students should know be prepared for a lot of writing however, the topics covered and having the opportunity to listen to a variety of music made the class extremely enjoyable.

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**AS.060.113.12**  
**Expository Writing**  
**Christopher England**

Overall quality of the class: 4.14

Summary:

The best aspects of this class include receiving ample feedback on assignments, learning about the writing process and seeing the progression of writing styles, having a knowledgeable and helpful instructor, and engaging in-class discussions. The worst aspects include lack of one-on-one conferences,

and needing to have a background on political philosophy to efficiently write essays. To improve this course, focusing more on writing style rather than content, incorporating a better grading rubric, and having more conferences would be beneficial. Prospective students should be prepared for a lot of writing but overall the course is rewarding.

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**AS.060.113.13**

**Expository Writing**

**Shannon Alt**

Overall quality of the class: 4.53

Summary:

The best aspects of this course include having an extremely nice, helpful, and relatable instructor, being challenged with provocative and thought provoking discussion questions, and the ample amount of feedback provided on assignments. The worst aspects include the pacing of the class as things seemed rushed toward the end, the redundancy of the material, and often students felt the in-class peer work was not helpful. To improve this class, having longer one-on-one conferences with the instructor, more in-class discussion/forums, and incorporating more writing assignments that are shorter in length would be beneficial. Prospective student should know that this class is highly recommended as it allows students to improve on the quality of their writing. Also, this section is great for individuals who are interested in ethical research and although there is a lot of writing, the course is manageable.

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**AS.060.113.14**

**Expository Writing**

**Samreen Kazmi**

Overall quality of the class: 3.75

Summary:

The best aspects of this class include receiving immediate feedback from the instructor, engaging in interesting in-class discussions, and having a relatable instructor who effectively engages students. The worst aspects include the peer-review process, unclear course expectations, and confusing essay requirements. To improve this class, allowing more individuals to have their work selected for group review, and incorporating broader essay topics would be beneficial. Prospective students should know that the workload will get progressively more difficult but overall this is a great class to aid in improving essay writing skills.

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**AS.060.113.15**

**Expository Writing**

**Kevin Roberts**

Overall quality of the class: 3.83

Summary:

The best aspects of this class include the interesting discussions and feedback on essays, the engaging course material, and being able to see and improvement in writing skills. The worst aspects include having a short period of time between assignments, and often the workload could be heavy. To improve this course spending more time learning how to support an argument, and receiving feedback on essays prior to conferences would be helpful. Prospective students should expect to ignite their creativity when writing essays as this is a very thought provoking class.

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**AS.060.113.16; 20**

**Expository Writing**

**Roger Maioli dos Santos**

Overall quality of the class: 4.21

Summary:

The best aspects of this class include the interesting course material, the ample rounds of revision provided for essay assignments, and the in-class discussions. The worst aspects include the time consuming nature of the essay assignments, and the assignment deadlines being so close together. To improve this class, introducing concepts earlier in the course, such as the paradigm of academic writing, having more freedom with regard to writing topics, and having more time for conferences would be beneficial. Prospective students should come prepared to engage in classroom discussions and know that there is a lot of work involved, but the course load is manageable.

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**AS.060.113.17**

**Expository Writing**

**Douglas Tye**

Overall quality of the class: 4.43

Summary:

The best aspects of this class include having an extremely helpful and approachable instructor, the insightful reading material, and receiving ample feedback on assignments. The worst aspects include not having enough time for the pre-draft assignments, the writing workload could be overwhelming at times, and sometimes the assignment expectations were unclear. To improve this class, spreading out the workload, providing a better explanation of the course expectations, and having more opportunities to receive criticism would be helpful. Prospective students should know there is a fair amount of reading for this class but the material is engaging and the professor really delve into how to write efficiently and develop a strong argument.

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**AS.060.113.18**

**Expository Writing**

**Noelle Dubay**

Overall quality of the class: 4.58

Summary:

The best aspects of this class include having an approachable and encouraging instructor, learning how to effectively write an essay, receiving ample feedback on assignments, and the interesting subject matter discussed. The worst aspects include writing assignments that could be challenging and time-consuming, and occasionally, the in-class discussions could be hard to follow. To improve this class, spending more time reviewing essays, replacing peer-revision days with a more productive activity, and incorporating more conferences would be helpful. Prospective students should know that this is an interesting course that does not require prior knowledge. Students will be able to see their writing skills improve and learn quite a bit about current social issues.

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**AS.060.113.19**

**Expository Writing**

**John Sampson**

Overall quality of the class: 4.31

Summary:

The best aspects of this class include having several opportunities to revise essays, having a helpful instructor who provides ample feedback, and covering interesting material. The worst aspects include the structure of the peer review process, and often the essay assignments could be challenging. To improve this class, building up to the more abstract concepts, incorporating more group activities, and having the ability to receive more one-on-one help would be beneficial. Prospective students should know that having a strong background in writing would be helpful as this course can get progressively challenging. Also, there is a lot of revision opportunities built into the course so one can expect for their writing skills to improve.

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**AS.060.113.21**

**Expository Writing**

**Donald Berger**

Overall quality of the class: 4.00

Summary:

The best aspects of this class include the one-one-one conferences and feedback provided by the instructor, the engaging reading assignments, and being able to receive feedback from peers. The worst aspects include the paper submission process, the rigid expectation for the structure of the essays, and the lack of student-instructor interaction during the class period. To improve this course, having more essay conferences rather than peer editing, simplifying the essay submission process, and incorporating a clearer grading rubric would be helpful. Prospective students should know that the short stories are one of the best aspects of this class. Also, the writing criteria for this class is very specific and students should be prepared for a rigorous workload but this class is fun and the payout is high!

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**AS.060.113.22**

**Expository Writing**

**Amy Sheeran**

Overall quality of the class: 4.14

Summary:

The best aspects of this class include having a broad range of writing topics, including interesting video games, participating in engaging classroom discussions, and building a strong foundation for writing different types of academic essays. The worst aspects include not having room to express individual writing techniques, unclear expectations for the writing assignments, and not having enough time between assignments. To improve this class, incorporating more interactive lectures, having more opportunities to freely write without being held to strict writing guidelines, and engaging in more gameplay. Prospective students should know this is an enjoyable expo class and although the class is tough, no background is needed and the material is fun!

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**AS.060.113.23**

**Expository Writing**

**Genco Guralp**

Overall quality of the class: 3.29

Summary:

The best aspects of this class include being challenged to write in a new and interesting manner, having a stair step approach to building the final paper through smaller assignments throughout the class, and the helpful conferences held by the instructor. The worst aspects include occasionally receiving delayed feedback, unclear course objectives, and the long, challenging reading assignments. To improve this course, a better explanation of the grading system, more concise course and class objectives, and incorporating more group activities would be beneficial. Prospective students should know that this course is about analyzing historical philosophical theories of science, not necessarily how to write research papers. Also, understanding basic writing fundamentals would be helpful.

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**AS.060.113.24**

**Expository Writing**

**Robert Tinkle**

Overall quality of the class: 4.08

Summary:

The best aspects of this class include the reading material, the clear explanations provided by the instructor, the one-on-one conferences and feedback provided, having an enthusiastic and responsive instructor, and thorough peer editing. The worst aspects include feeling rushed toward the end of the course, the demanding workload, and lack of student engagement. To improve this course, having the ability to apply readings to outside sources to encourage a deeper understanding of the material, smaller group breakout sessions, and incorporating a section on planning an essay would be helpful. Prospective students should know that writing skills will be challenged and improve after taking this course. Also, focusing on the body of the paragraph is critical as the course progresses.

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**AS.060.123.01****Freshman Seminar: Prophecy After Science****William Miller**

Overall quality of the class: 4.86

**Summary:**

The best aspects of this class include the stimulating class discussions, having a knowledgeable professor, the selection of novels, and the small class size which allowed for a hands-on approach to learning. The worst aspects include the heavy workload, and the lengthiness of the class period. To improve this course, receiving feedback in a timely fashion, and breaking up the meeting times would be helpful. Prospective students should know that this class is highly recommended and no background knowledge is required.

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**AS.060.127.01****Muslim Science Fiction****Noor Hashem**

Overall quality of the class: 4.22

**Summary:**

The best aspects of this class include having an engaging and intelligent instructor, interesting course material, and insightful in-class discussions. The worst aspects include unclear paper expectations, the heavy reading load, and not having the opportunity to delve deeper into certain concepts. To improve this course, more advice or feedback on papers, narrower topics, and clearer course expectations would be helpful. Prospective students should know that this class is reading and writing intensive however, the course is fun and worth taking.

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**AS.060.149.01****Freshman Seminar: Work and Worth in American Literature****Erica Tempesta**

Overall quality of the class: 4.57

**Summary:**

The best aspects of this class include the amazing in-class roundtable discussions, the engaging reading list, and the presentation of interesting themes and concepts. The worst aspects include the lengthy class meeting time, the heavy workload, and the emphasis on literary aspects of the readings rather than thematic. To improve this course, more clarification on the grading rubric, multiple meeting times throughout the week, and incorporating modern works would be beneficial. Prospective students should expect a rigorous workload but a great pay off. The class is stress free, enjoyable, and participation is key.

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**AS.060.150.01****Freshman Seminar: Milton's Paradise Lost: Contexts and Conversations****Rebecca Buckham**

Overall quality of the class: 4.67

## Summary:

The best aspects of this class include having a knowledgeable instructor, the small class size, interesting discussions every class period, and having the freedom to choose writing assignment topics. The worst aspects include the long class periods, and the challenging poetry section. To improve this course, incorporating more interactive activities in lieu of long discussions, and breaking the meeting times up throughout the week would be beneficial. Prospective students should know that it would be beneficial to have a background in analytical writing and previous experience reading epic poetry. However, those coming into this class with no prior knowledge will still find this class engaging and manageable.

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**AS.060.155.01-02****Expository Writing: Introduction to the Research Paper****Aliza Watters**

Overall quality of the class: 4.67

## Summary:

This class had 5 or fewer comments.

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**AS.060.213.01-03****The Novel and Globalization****Jeanne-Marie Jackson**

Overall quality of this class: 3.87

## Summary:

The best aspects of this class include having interesting lectures, engaging discussions, and working through thought provoking course material. The worst aspects include not having enough prompts, not having a set schedule for reading assignments, and often the lecture deviated from the course content. To improve this class, focusing on the novels themselves instead of key terms, having clear definitions for the key terms, and choosing more accessible novels would be beneficial. Prospective students should know there is a lot of reading, and aspects of political historical thought laced throughout the course. Also, this is a great beginner course on global literature, and no background history is necessary.

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**AS.060.231.01-03****Novels Into Film****Mary Favret**

Overall quality of this class: 3.86

Summary:

The best aspects of this course include having great in-class discussions about major connections between the novel and film adaptations, engaging lectures, and being able to analyze novels and films. The worst aspects include the heavy reading load, having to watch films outside of the classroom, and unclear expectations for the response papers. To improve this class, better TA section discussions, receiving information on film terms earlier in the course, and more emphasis on patterns found in novels that turned into films would be beneficial. Prospective students should have some background in analysis and writing, and the papers can be tedious. However, overall, this is a great course to take and the film screenings are enjoyable.

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**AS.060.307.01**

**Training\Writing\Consulting**  
**Robert Day, Elizabeth Steedley**

Overall quality of this class: 3.60

Summary:

The best aspects of this class include the variety of reading assignments and discussions that followed, and receiving ample training on how to assist others with their writing. The worst aspects include not receiving clear instructions on how to prepare for the next class, and the atmosphere could be competitive. To improve this class, having less deviations from the syllabus, having a better balance between group and individual participation, and toning down competitive nature of the classroom environment. Prospective students need to be recommended to take this course by the writing center, and should be prepared to engage with interesting and diverse material.

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**AS.060.313.01**

**Edmund Spenser**  
**Andrew Daniel**

Overall quality of this class: 4.77

Summary:

The best aspects of this course include the in-depth class discussions, the manner in which the professor illuminates the material, and fun and informative reading material. The worst aspects include the heavy reading workload that could be difficult at times, and just the overall demanding nature of the class. To improve this course, having clearer course expectations, incorporating more secondary readings prior to moving on to the primary readings, and possibly splitting the class sessions into two would be helpful. Prospective students should know this is an intense course however, the professor is fun and insightful, and the classroom environment he creates is fantastic.

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**AS.060.316.01**

**Mapping the Global Metropolis**  
**Jeanne-Marie Jackson**

Overall quality of this class: 4.57

Summary:

The best aspects of this class include having an unconventional reading selection, the lively in-class discussions, the engaging and fun professor who makes the content fun, and manageable, and the interesting course material. The worst aspects include a slight disorganization of the syllabus, the heavy reading workload, unclear expectations on writing assignments, and some students had difficulty grasping the overarching themes/points. To improve this class, an increased secondary workload, having handouts that clearly outline the structure of assignments and of the course, and more classroom dialogue over lecture presentations. Prospective student should know that this professor is excellent, and the class seminars are enjoyable. The papers can be difficult to write but the workload is manageable.

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**AS.060.320.01**  
**Icons of Feminism**  
**Mary Favret**

Overall quality of this class: 4.43

Summary:

The best aspects of this class include having a professor who is invested in the subject matter, the incredible in-class discussions, having interesting literature, and the small class size. The worst aspects include unclear assignment expectations, and the difficult supplemental readings. To improve this class, having more instruction on assignments or a clearer grading rubric, incorporating modern readings, and a more in-depth introduction into the key points would be beneficial. Prospective students should know that this is a great class that has a manageable workload and is worth taking. The instructor also presents new ideas and ways of thinking which is helpful.

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**AS.060.336.01**  
**Victorian Modernity**  
**Andrew Miller**

Overall quality of this class: 4.67

Summary:

The best aspects of this class include having a passionate professor, taking an in-depth exploration into the material, and reading a large variety of poetry that is diverse in form. The worst aspects include the heavy workload, not having enough prompts, and the difficulty in picking essay topics. To improve this class, the inclusion of drama, and having clearer course expectations would be beneficial. Prospective students should know that there is a lot reading involved however, the professor is enthusiastic and encourages participation.

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**AS.060.351.01**  
**Theory of the Novel**  
**Jesse Rosenthal**

Overall quality of this class: 3.80

Summary:

The best aspects of this class is having an engaging instructor, an encouraging learning environment, interesting reading material that inspired lively class discussions, and the overall structure of the class. The worst aspects include the lag in receiving feedback on assignments, the heavy reading load, the long class period, and having an unclear rubric. To improve this class, receiving timely feedback, receiving more guidance on assignments, and incorporating more interesting secondary readings would be helpful. Prospective students should have a fiction background, and although the workload can be heavy, students will read amazing books and engage with thought provoking material.

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**AS.060.362.01**  
**Art and the Arab Spring**  
**Noor Hashem**

Overall quality of this class: 4.38

Summary:

The best aspects of this class include discussing different mediums in the contexts of larger cultural movements, the engaging classroom discussions, and learning about a culture through art. The worst aspects include unclear prompts for essays, the heavy workload, and some prior knowledge is necessary. To improve this class, incorporating more reading and written works, and having shorter, more frequent class sessions would be beneficial. Prospective students should know that a lot of reading is required but the readings are interesting and really helps in building a greater knowledge base.

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**AS.060.365.01**  
**Literature and Modern Philosophy**  
**Andrew Miller**

Overall quality of this class: 3.60

Summary:

This class had 5 or fewer comments.

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**AS.060.391.01**  
**Early American Literature**  
**Jared Hickman**

Overall quality of this class: 4.50

Summary:

This class had five or fewer comments

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
SPRING 2015  
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

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**EN.660.100.01  
Hopkins Leadership Challenge Seminar  
Tiffany Sanchez**

Overall quality of the class: 4.47

Summary:

The best aspects of this course included the small class' relaxed atmosphere, the experiential section which allowed students to visit unfamiliar areas of campus, and the useful skills gained. Some students felt that the course material could be a little repetitive at times, and that there was too much focus on the book. Suggestions for improvement included more interactive opportunities, and to relate the experiential sections of the course to the readings more effectively. Prospective students are advised that this would be a good course for freshmen to take to become acclimated to the college, and that they will learn a lot of useful information.

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**EN.660.100.02  
Hopkins Leadership Challenge Seminar  
Michael Mattia**

Overall quality of the class: 4.79

Summary:

The best aspects of this course included students getting a chance to question and discuss what motivates them, visiting other Hopkins campuses, and the guest speakers. Some students felt that they could have gone deeper into the topic of leadership techniques. Suggestions for improvement included more leadership case studies, and more class interaction with other students. Prospective students are recommended the course as a way to discover all that Hopkins has to offer, and to gain useful insight about their own values as they relate to leadership.

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**EN.660.100.03**  
**Hopkins Leadership Challenge Seminar**  
**Justin Beauchamp**

Overall quality of the class: 3.92

Summary:

The best aspects of this course included the content taught by engaged instructors, the class discussions, and the experiential component's field trips. Some students felt that the readings were not particularly useful, and that it didn't add much to the conversation. Suggestions for improvement included focusing on the book less, and adding more volunteering or leadership-oriented field trips. Prospective students are advised that to approach the course with an open mind as it is a great opportunity to learn about leadership and themselves.

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**EN.660.104.01**  
**Exploring Leadership: For Hopkins Students Who Want to Make a Difference**  
**William Smedick**

Overall quality of the class: 4.59

Summary:

The best aspects of this course included the guest speakers, the opportunity to work on their own professional development, and engaging with other members of the Hopkins community. A few students felt that the class was too short at 8 weeks long, as some of the course seemed to suffer from time constraints. Suggestions for improvement included more experiential components and team bonding exercises. Prospective students are advised that they will only get out of the course what they put in, and that it is a great chance to integrate learned leadership skills into their own lives.

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

Overall quality of the class: 4.16

Summary:

The best aspect of this course was the broad range of topics covered, giving the students a groundwork on which to understand basic business principles. Some students felt that a lot of the workload seemed tedious or like busy work, and that the lecture slides were overly text heavy making it difficult to take notes. Suggestions for improvement included reducing the amount of readings, making the exams more analytical, and making lecture PowerPoint slides more concise. Prospective students should be advised that this is an intellectually challenging course with a heavy workload.

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**EN.660.203.01; 03**  
**Financial Accounting**

**Lawrence Aronhime**

Overall quality of the class: 4.47

**Summary:**

The best aspects of this course included the engaging professor, case studies that bring the material to life, and the course's focus on real world applications of the subject matter. Some students felt that the daily homework assignments could sometimes be cumbersome, and that some of the later classes seemed rushed due to time constraints. Suggestions for improvement included covering more case studies, as the students found these to be one of the highlights of the course. Students also suggested posting homework assignments online in case they missed a lecture. Prospective students should be advised that having previously taken Intro to Business is beneficial, and that going to every class is essential.

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**EN.660.203.02****Financial Accounting****Annette Leps**

Overall quality of the class: 4.50

**Summary:**

The best aspect of this course was clear and interesting lectures given by an instructor who engaged the students through the use of real-life applications of the material. Some students felt that the grading could sometimes be harsh, and that a lot of material is covered, sometimes causing the course to move a little too fast. Suggestions for improvement included posting the class notes online, having a TA directed review session before the final, and the addition of a hands-on project. Prospective students are advised to do the suggested homework assignments in order to prepare for quizzes and exams.

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**EN.660.203.04****Financial Accounting****Sean Furlong**

Overall quality of the class: 4.72

**Summary:**

The best aspects of this course included the practical skills learned, a small class size, and the professor's ability to keep all of the students involved during class. A few students thought the tests were very difficult, but overall, there was very little criticism of this course. Suggestions for improvement included being assigned more practice problems, and adding a guest speaker. Prospective students are highly recommended this course, and that very little background in the subject matter is necessary.

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**EN.660.250.01; 06****Principles of Marketing****Leslie Kendrick**

Overall quality of the class: 4.14

Summary:

The best aspects of this course included interesting hands-on activities and course materials, and an engaging professor. Students also found the final project, which allowed students to apply the concepts learned in a practical setting, to be especially useful. Some students felt that having daily quizzes was too frequent, and that some of the concepts taught based on the textbook were outdated. Suggestions for improvement included more up-to-date case studies, bringing in more guest speakers, and focusing less on memorization of vocabulary and instead testing them on the concepts learned. Prospective students are advised that this is an effective course that requires no background in marketing, and that they be prepared to participate in the class activities.

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**EN.660.250.02; 05**  
**Principles of Marketing**  
**Mary Furst**

Overall quality of the class: 4.30

Summary:

The best aspects of this course included the participatory style of the classes, the in-class discussions, and the instructor's teaching style. While some students found the daily reading quizzes helpful, others felt that they became tedious, and that the readings were dense. Suggestions for improvement included making the reading quizzes weekly rather than daily, and having them account for less of their overall grade. A few students suggested having more projects as a means to apply the concepts they were learning. Prospective students are advised to keep up with their readings, and that the course is a good introduction to marketing.

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**EN.660.250.03**  
**Principles of Marketing**  
**Marci DeVries**

Overall quality of the class: 4.28

Summary:

The best aspects of this course included its focus on real-life applications, and that it featured engaging group work and discussions. Some students felt that the quizzes shouldn't be daily, and that the quizzes were weighted too heavily in the grading system. Suggestions for improvement included focusing more on activities rather than readings from the textbook. Students also suggested cutting back on the quizzes, noting that having a weekly quiz would allow more time to understand the readings. Prospective students are advised that it is necessary that they buy the textbook so they can study for daily reading quizzes.

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**EN.660.308.01**

**Business Law I**  
**David Fisher**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included the homework assignments, the instructor who provided clear examples for nearly every topic, and the subject matter. Some students felt that the class time was too long, and that there could have been more assignments so that the weight of grades would be better distributed. Suggestions for improvement included splitting the class into two periods, involving the class more in the lectures, and leaving time for class discussion. Prospective students are advised that they will need to take good notes during this class, and that it's recommended for anyone who wants a fundamental understanding of law.

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**EN.660.308.02**  
**Business Law I**  
**William Rakes**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the guest speakers, engaging lectures, and interesting subject matter. Students also found the professors, both professional lawyers, to both be passionate about their careers and teaching. Some students felt that the class was overly long, and the amount of material presented was daunting, making it sometimes difficult to filter out the most useful information. Suggestions for improvement included more online resources, such as PowerPoint slides or a study guide. Students also suggested more in-class preparation before the midterm and final exam. Prospective students are advised that grade weighting relies heavily on the midterm and final exam, and that they should have an interest in both business and the law.

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**EN.660.308.03**  
**Business Law I**  
**Christopher Jeffers**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the exams which students found reflected real business situations, and the engaging and meaningful lectures. Some students felt that the class time was too long, and that the grading wasn't based on enough situations. Suggestions for improvement included additional assignments, covering more case studies, and splitting the course into 2 class periods. Prospective students are advised to go to take plenty of notes during the lectures, and that the grading system is difficult.

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**EN.660.310.01****Case Studies in Business Ethics****Douglas Sandhaus**

Overall quality of the class: 4.46

**Summary:**

The best aspects of this course included the entertaining lectures, the variety of teaching styles incorporated, and the guest speakers. Some students felt the instructions for the final project were vague, and would have liked there to have been a clearer grading system. A few students felt that the weekly case studies were a bit monotonous. Suggestions for improvement included more guidance during the final project, and having the 3 hour long lectures broken up into shorter classes throughout the week. Prospective students are highly recommended this course, but are advised that they will only succeed if they are willing to be active participants in class.

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**EN.660.311.01****Mark Franceschini****Law and the Internet**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this course included the subject matter and engaging lectures. The students appreciated learning the material by reading actual cases regarding cyber law which they felt gave them a better understanding of how policies evolve over time. Some students felt that the grading system was a bit harsh or seemed arbitrary, and that there was less feedback than would have been desired. Suggestions for improvement included making the exams less difficult or choosing a different format for the exams, and clarifying the grading system. Prospective students are advised that this is a great class for anyone who has an interest in law.

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**EN.660.331.01****Leading in Teams****William Smedick**

Overall quality of the class: 4.72

**Summary:**

The best aspects of this course included the class discussions and hands-on elements, and the accepting and open environment. Some students felt that the directions for some of the writing assignments were ambiguous and could have used more direction from the instructor. A few students were surprised by how much writing there was in a course that isn't considered writing intensive. Suggestions for improvement included updating and keeping to a syllabus, providing more guidance, and a clearer explanation of what they will be graded on. Prospective students are advised that they will need to be open to talking about themselves and their personalities, and to work in teams.

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**EN.660.332.01-02**  
**Leadership Theory**  
**William Smedick**

Overall quality of the class: 4.67

Summary:

The best aspects of this course included interactive activities, such as group projects, that helped students build a strong relationship with each other. The students also found the topic's relevance to real scenarios, and engaging class discussions, to be among the class' best features. Some students felt that the syllabus and assignment guidelines were unclear, and they could have used more feedback on their writing assignments. A few students thought that there was an excess of writing assignments that, at times, felt tedious. Suggestions for improvement included a more organized structure with a syllabus that gives a clear outline of what will be happening in class and when. Prospective students are highly recommended the course, but are advised that the course requires a lot of writing and group projects.

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**EN.660.335.01**  
**Negotiation and Conflict Resolution**  
**Eric Rice**

Overall quality of the class: 3.81

Summary:

The best aspects of this course included the interactive nature of the course which required students to participate in negotiations, a skill they felt was practical and applicable to the real world. Some students felt were unhappy with the lack of feedback throughout the course, and instructions that they considered unclear. A few students felt that the course should have been categorized as writing intensive. Suggestions for improvement included timely feedback, not only on writing assignments but the negotiations themselves, and more clarification of what is expected from students. Prospective students are advised that this course requires a lot of written work, and that there's a lot of class participation involved.

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**EN.660.340.01**  
**Principles of Management**  
**Joshua Reiter**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the professor's enthusiasm, the class discussion's which focused on relevant business and management issues, and engaging group work. Some students felt that the grading of the homework was overly harsh for things like grammatical mistakes. A few students also felt that the class didn't offer them enough of an intellectual challenge. Suggestions for improvement included having the class be less reliant on the textbook that some students found lacking, and giving

clearer directions for assignments. Prospective students are advised that they a background in business or management is not necessary to take the course, and that the instructor is very approachable during office hours.

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**EN.660.355.01**  
**Sports Marketing**  
**Leslie Kendrick**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included engaging guest speakers, interesting case studies, and intriguing class discussions. Some students felt there were too many quizzes, and that the textbook readings could be redundant. Suggestions for improvement included updating the case studies, having fewer quizzes, and discussing the readings from the textbook. Prospective students are advised that class participation is very important in this course, and that having taken Principles of Marketing is useful.

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**EN.660.358.01**  
**International Marketing**  
**Leslie Kendrick**

Overall quality of the class: 4.16

Summary:

The best aspects of this course included useful case studies which provided experience in dealing with real-world situations, and that everything learned was eventually put to use in the final project. Students also thought the instructor was engaging and helpful, and proved to be a fantastic resource in terms of career development. Some students felt that the textbook readings and quizzes were sometimes tedious, and that the course could be repetitive. Suggestions for improvement included having more in-class activities, getting rid of the quizzes, and reviewing the readings during class. Prospective students are advised to keep up with the readings since there'll be quizzes on them every day, and that the course should appeal to students of both marketing and business.

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**EN.660.361.01**  
**Engineering Business and Management**  
**Michael Agronin**

Overall quality of the class: 4.05

Summary:

The best aspects of this course included its interactive qualities, the useful and practical lessons taught while working on their resume and career plans, and the engaging instructor. Some students felt that the class was too long at 3 hours, and that they were unprepared for the financial problem set. Suggestions for improvement included breaking up the 3 hour lectures with group activities. Prospective

students are advised that the course is fun if they participate, and the instructor is very knowledgeable in the field.

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**EN.660.361.02-04**

**Engineering Business and Management**

**Illysa Izenberg**

Overall quality of the class: 4.80

Summary:

The best aspect of this course was the student-driven class discussions which students found extremely interesting and engaging. Students also noted the wide variety of assignments and exercises which kept them engaged despite the class' early morning time slot. Some students felt that the learning group assignments could be graded harshly, which some felt unfair being that a dysfunctional group could overshadow the work of the individuals involved. Students would have also liked to have more consistent feedback. There was very little consensus regarding course improvements, but a few students suggested having more individual-based assignments, and changing the early morning time slot of the class. Prospective students are highly recommended this class and advised to be mindful when choosing their group, and to participate in class.

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**EN.660.363.01**

**Leadership & Management in Materials Science and Engineering**

**Illysa Izenberg**

Overall quality of the class: 4.82

Summary:

The best aspects of this course included a hands-on and highly interactive learning environment which students found unique and dynamic. Students also found being able to choose their own specific learning objectives a great opportunity to explore their interests and creativity. Some students felt that there should be more one-on-one meetings with students, and that mixing up the learning groups occasionally might be good for student engagement. Prospective students are advised that in order to succeed in this class they will have to be able to work well with others.

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**EN.660.404.01**

**Business Law II**

**David Fisher**

Overall quality of the class: 4.28

Summary:

The best aspects of this course included the interesting subject matter, and an engaging professor who always invited discussion. Some students felt that the class moved too slowly and would have liked to see more material covered. Suggestions for improvement included making the classes shorter, and

condensing or adding clarity to the lectures. Students also thought that it might be a good idea to add short exercises for additional grades. Prospective students are advised that this is a course that will challenge their intellect, but that it's worth taking.

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**EN.660.410.01**

**Computer Science Innovation and Entrepreneurship**

**Lawrence Aronhime**

Overall quality of the class: 4.91

Summary:

The best aspects of this course included its conversational and open-ended discussions on real-world concepts regarding the application of computer science in the business world. Some students felt that there were too many slides during lectures, and that some of them didn't seem relevant to class discussion. Suggestions for improvement included learning more about existing startups, and to edit lecture slides to more accurately reflect the class discussion. Prospective students are advised that this is good opportunity to consider ways to apply your degree after graduation, and to be sure to listen to your classmates as their feedback is helpful.

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**EN.660.414.01**

**Financial Statement Analysis**

**Annette Leps**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included exposure to real-world skills, a focus on interview preparation, and its relevance to today's financial services industry. Some students found the workload to be overly heavy and at times tedious. Suggestions for improvement included spending more time on different valuation techniques, more guidance during lecture, and a clearer course outline. A few students felt that the course would be improved with less homework. Prospective students are advised that the material is dense and that the workload is very heavy, but that the instructor is helpful when reached out to.

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**EN.660.453.01**

**Social Media and Marketing**

**Marci DeVries**

Overall quality of the class: 3.88

Summary:

The best aspects of this course included a knowledgeable and engaging professor, hands-on learning, and group projects that allowed students to be creative. Some students felt that the quizzes on the readings weren't relevant to what was being taught in class, and were unnecessarily difficult. A few

students found the course to be poorly structured, noting that the syllabus changed several times. Suggestions for improvement included a better organized curriculum, a new textbook, and a clear syllabus. Prospective students are advised that they should have a marketing background, and that assignments require teamwork.

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**EN.660.460.01**  
**Entrepreneurship**  
**Eric Rice**

Overall quality of the class: 4.13

Summary:

The best aspects of the course included a professor who brings to class a wealth of experience in entrepreneurship, learning to write business plans and memos, and the generally exciting subject matter. Some students felt that there was a lack feedback on their returned assignments, and an overall lack of organization. A few students were surprised by the amount of writing that was required. Suggestions for improvement included more feedback, clearer criteria for grading, and adding slides to the lectures to help visualize the material. Prospective students are advised that this course requires a lot of writing even though it isn't categorized as writing intensive, and is relevant to students interested in both finance and consulting.

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**EN.660.606.01**  
**Business of Bioengineering Innovation & Design**  
**Lawrence Aronhime**

Overall quality of the class: 4.71

Summary:

The best aspects of this course included applicable subject matter, and guest speakers from the startup world and related industries. Some students felt that the course was disorganized and rushed, and that the class sessions were too long at 3 hours. Suggestions for improvement included adding a second semester, and more succinct slides. Prospective students are advised to focus on the slides during lecture, and the instructor is responsive so make an effort to work with him outside of class.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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

Overall quality of the class: 4.78

**Summary:**

The best aspects of this class are the interesting course materials, engaging and hands-on professor, learning about several principle elements in filmmaking, and engaging subject matter. The worst aspects are getting acclimated with thinking critically about film, the extra credit assignments were scheduled at inconvenient times, and at times the reading assignments can be heavy. To improve this class, students felt they could benefit from more in-class discussions, clearer course expectations, and more feedback on completed assignments. Overall, prospective students should be prepared for an interesting class filled with a lot of useful information on the development of film throughout the years. The class is amazing and ultimately, students should be prepared to analyze film and be open to the interpretations of others.

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

Overall quality of the class: 3.63

**Summary:**

Students felt the best aspects of this class are learning about different styles of cinematography and creating short films, being exposed to a new realm of films, learning about how to create digital film, and experimenting as a filmmaker. Students indicated that the course expectations were unrealistic and at times, the assignment instructions were unclear, and they needed more instruction on the rudiments of shooting film as the worst aspects of this class. To improve this class, adding more in-class practice shoots, having more available equipment, and adding more relevant films for weekly screenings would

be beneficial. Prospective students should know that this class is a mixture of analysis and production and if you're interested in in film, this is a great class to take.

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**AS.061.148.01**

**Storytelling for Film and Fiction**

**Lucy Bucknell**

Overall quality of the class: 4.80

Summary:

The best aspects of this class are the creative and psychological evaluations of plots and characters, the small class size and workshop activities, the relaxed classroom environment, and learning the nuances of storytelling and understanding literary archetypes. The worst aspects were the occasional confusing moments regarding the assignments, and meeting once per week instead of multiple times throughout the week. To improve this class, students would like a digital copy of the syllabus and having multiple class sessions instead of one session per week. Prospective students should expect to learn a lot in a fun and challenging learning environment.

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**AS.061.150.01**

**Introduction to Film Production: Rediscovering Early Cinema**

**Matthew Porterfield**

Overall quality of the class: 4.82

Summary:

The best aspects of the class are working with real film with an amazing professor, having hands-on experience with film equipment, and working on group projects. The worst aspects are meeting once per week and not being able to plan ahead for the course. To improve this class, rotating group members, learning more technical aspects, and working with color stock would be beneficial. Prospective students should be prepared to learn a lot in a low stress environment. The class is enjoyable, exciting, and know that there are a lot of chances to work with film.

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**AS.061.152.01-02**

**Introduction to Digital Film**

**Jimmy Roche**

Overall quality of the class: 4.65

Summary:

The best aspects of this class include having a helpful and enthusiastic professor, learning how to use digital cameras to make short films, the hand-on experience and accessibility of the professor, and the technical aspect of the course material. The worst aspects include the check-out process for equipment and being able to navigate the syllabus. To improve this class, exploring different stylistic options across genres, a more concise and easy to read syllabus, and a more diverse showcase of film would be

beneficial. Prospective students should prepare to utilize the information provide in class and get a head start on assignments as to not fall behind. Also, this course is a great introduction to learning how to use digital cameras for video and short films.

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**AS.061.165.01**

**Lights, Camera, Action: Horror**

**Lucy Bucknell**

Overall quality of this class: 4.62

Summary:

The best aspects of this class include an extremely knowledgeable and engaging professor, the exposure to new films, in-class discussions, informative and interesting perspective of film, and learning to break down various aspects of film. The worst aspect is that the course is very short and students would like more classes. To improve the class, more feedback on assignments, making the class a semester long course, and additional emphasis on critical analysis. Prospective students should know that no film background is necessary. This is a fun and stimulating class that is definitely worth taking!

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**AS.061.205.01**

**Introduction to Dramatic Writing: Film**

**Roberto Buso-Garcia**

Overall quality of the class: 4.47

Summary:

The best aspects of this class include the engaging and fun professor, the opportunity to write a screenplay and receive thoughtful feedback for multiple individuals, being exposed to the various ways to structure a script, and learning the basic components of screenwriting. The worst aspects included feeling that assignments were rushed and the course is heavily lecture-based. To improve this class, having more conferences with the professor and primarily focusing on workshop activities than lecturing would be helpful. Prospective students should utilize the TA's to get feedback prior to submitting assignments. Also, the course provides a foundation for scriptwriting and is the learning platform for understanding the interesting complexities of dialogue found in film.

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**AS.061.226.01**

**Special Topics: Writing About Film**

**Laura Mason**

Overall quality of the class: 4.60

Summary:

The best aspects of the course include the subject material and the feedback provided by the instructor, learning how to analyze a film from a historical, cultural, and philosophical perspective, and classroom discussions. The worst aspects include the composition of the class as many students aren't film majors

however, the conversation is enriching. To improve this class, adjusting the time of the class to meet twice per week instead of once. Prospective students should know that this is a really fun class with a professor who is patient and knowledgeable. The movies selected are diverse and interesting and a background in film is not necessary.

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**AS.061.231.01**  
**In Others' Words**  
**John Mann**

Overall quality of the class: 4.29

Summary:

The best aspects of this class include an enthusiastic professor who encourages creative thinking, the amount of interaction between the professor and students, and having the freedom to make any film and have it screened and critiqued. The worst aspects include lack of equipment and shooting late in the semester. To improve this class, having more time to shoot and having a more concise schedule would be beneficial. Prospective students should be prepared to dedicate several hours to shooting film.

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**AS.061.244.01**  
**Film Genres**  
**Lucy Bucknell**

Overall quality of the class: 4.57

Summary:

The best aspects of this class include engaging discussions led by the professor, the diverse and interesting films presented every week, and very interesting material and engaging classroom discussions. The worst aspects include moving the movie screenings to daytime hours, and having a clearer expectation for screening requirements. To improve this class, having more individuals engaged in the classroom discussions would be beneficial. Prospective students should be prepared for a great class! In addition, screenings are vital and should be taken seriously so be prepared to critically analyze the feature.

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**AS.061.358.01**  
**Directing Actors**  
**Matthew Porterfield**

Overall quality of the class: 4.00

Summary:

The best aspects of this class include a really engaging classroom environment with interesting material and classroom activities, manageable homework assignments, and working on independent projects. The worst aspects include short class periods, and lack instruction on the production process. To

improve this class, a balance between directing and acting, more production projects, and developing directorial styles would be beneficial. Prospective students should be prepared for an interesting class with a great professor who consistently makes attempts at providing interesting activities to boost learning. Also, readings are manageable and entertaining.

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**AS.061.364.01**

**The Films of Alfred Hitchcock**

**Linda DeLibero**

Overall quality of the class: 4.50

Summary:

The best aspects of this class include the eye-opening lectures, the professor who is approachable and friendly, and the emphasis on conducting filmic analysis and drawing out major themes. Students felt that the worst aspect were the quizzes as students felt they were quite difficult. To improve this class, students would like to know biographical information about Hitchcock, making quizzes based on larger themes rather than small details, and increase the amount of visual aids, such as, re-watching scenes during discussions to illuminate deeper themes. Prospective students should know that this is a wonderful, intellectually stimulating course about one of the greatest directors. Also, be prepared to re-watch films to catch all details.

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**AS.061.372.01**

**French Crime Films, Thrillers, and Noirs**

**Suzanne Roos**

Overall quality of the class: 5.00

Summary:

This class had five or fewer comments.

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**AS.061.373.01**

**Intermediate Dramatic Writing: Film**

**Roberto Buso-Garcia**

Overall quality of the class: 4.42

Summary:

The best aspects of this class include the professor's teaching presence as it encourages a relaxed classroom environment and active participation, the opportunity to practice screenwriting, watching various films, and the in-class discussions. The worst aspects include the redundancy of a few of the exercises, and not being able to write a full screenplay however. To improve this class, more time devoted to writing screenplays, and adjusting the order in which writing techniques are taught would be

helpful. Prospective students should be prepared to enter into the world of screenwriting and the class is challenging but is extremely rewarding in the end.

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**AS.061.391.01**  
**Love and Film**  
**Meredith Ward**

Overall quality of the class: 4.90

Summary:

The best aspects of this course include the variety of movies presented, the in-class discussions, the careful curation of the syllabus and the related readings to the movies, and the helpful and thought provoking responses from the professor. The worst aspects include a lot of the coursework being concentrated toward the end of the semester, and the intensive writing required. To improve this class, having assignments distributed throughout the semester would be beneficial as to allow students time to adequately manage their time. Prospective students should know that this is a great class which covers interesting topics that applies philosophical principles to film, and be prepared to actively participate.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.500.101.01  
What is Engineering?  
Dwight Smith**

Overall quality of the class: 3.14

**Summary:**

The best aspects of this course included the hands-on lab activities, interesting topics, and broad range of engineering disciplines covered. Some students felt that the class could have been better organized, including having the syllabus, lectures, and grades posted to Blackboard so that they would have access to them throughout the semester. A few students also thought that the lectures didn't represent the level of instruction in other courses. Suggestions for improvement included paying more attention to the overall organization of the course, such as better scheduling and returning graded work. Prospective students are advised that if they are undecided about their desired focus in engineering this course will prove helpful by giving them a good sampling of disciplines.

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**EN.500.103.01  
Hopkins Engineering Sampler Seminar  
Edward Scheinerman**

Overall quality of the class: 4.10

**Summary:**

The best aspects of this course included the opportunity to meet professors from each engineering department, and its clear focus on helping students decide a major. Some students found that the lectures were hit-or-miss in terms of whether the material presented would be relevant to their interests. A few also found the time allotted for the lectures was too long, and that the pre-class readings sometimes seemed pointless. Suggestions for improvement included more activities that focus on student interaction or participation and shortening the class. Prospective students are advised that

this course is only useful if they're major is still undecided, and that they will need a clicker in order to prove class attendance.

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**EN.500.111.01-02**

**Hopkins Engineering Applications & Research Tutorials**

**Erik Theile Orberg**

Overall quality of the class: 4.53

Summary:

The best aspects of this course included the small class size that allowed for very open discussions, and engaging activities such as hands-on lab work and a trip to the medical campus. Students also found the course to be a great introduction to current research being done at Johns Hopkins. Some students found that the course offered so much information in such a brief period of time that some of the more interesting topics could not be given the attention they deserved. Suggestions for improvement included giving more depth to some of the topics covered, and assigning more reading so the material covered in class could be reviewed. Prospective students are advised that this course rewards class participation so they should be sure to take advantage of the class' open discussion format.

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**EN.500.111.03**

**Hopkins Engineering Applications & Research Tutorials**

**Lindsay Clegg**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the interesting subject material, and that it required very work outside of class. Some students noted that the class seemed to be intended for freshmen and that the material presented seemed redundant for upper-classmen. Suggestions for improvement included more hands-on type activities or opportunities to work in groups in order to increase student involvement. A few students also wished they had received more assigned reading that would have given them background information to the topics covered in class. Prospective students should be advised that this course seems intended for freshmen, and that little, if any, experience in the subject matter is needed.

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**EN.500.111.04-05**

**Hopkins Engineering Applications & Research Tutorials**

**Chukwuebuka Arinze**

Overall quality of the class: 4.17

Summary:

The best aspects of this course were the tours of campus energy facilities and labs, connecting what the students were learning in class to their immediate surroundings. The course also engaged the students by introducing a relevant and interesting topic without an excessive amount of work. However, some

students felt that this lack of additional work made it difficult to assess their grip on the material they were learning. Suggestions for improvement included more hands-on demonstrations or activities, and more coursework overall. Prospective students are advised that while they need no background for understanding the course material, the class offers an interesting look at the potential for solar power.

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**EN.500.111.08**

**Hopkins Engineering Applications & Research Tutorials**  
**Christopher Paxton**

Overall quality of the class: 4.00

Summary:

The best aspects of this course were the tours of the robotics labs on campus, students were especially excited to work with the Da Vinci surgical robot. Some students felt that while the research material presented was interesting, it was explained at a level that assumed a better understanding of computer science. Suggestions for improvement included offering a stronger course structure with more material, readings, and homework. Another way students thought the class could be improved was to include some computer science work, including programming in Python. Prospective students are advised that the course offers a laid back atmosphere and will provide them with a decent overview of robotics.

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**EN.500.111.09**

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

Overall quality of the class: 4.11

Summary:

The best aspect of this course was its topic which students found to be interesting with good lectures given by an instructor who was clearly engaged with the subject matter. Some students found the course to be too math-based and hoped that it would have been more focused on surgical workflow analysis. A few students thought that the lectures became too technical and jargon-filled at times. Suggestions for improvement included spending less time on mathematics and focusing more on general applications. Prospective students are advised that while there isn't much necessary background knowledge necessary, students should be fairly comfortable with math.

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**EN.500.111.11-12**

**Hopkins Engineering Applications & Research Tutorials**  
**Julie Shortridge**

Overall quality of the class: 4.59

Summary:

Students found that this course offered them a casual environment to discuss climate change. The course also engaged students by allowing them to lead the discussion and give presentations, providing

them with a variety of informational sources rather than a single textbook and lecturer. The course was described as being well thought-out, with its instructor clearly caring about the material. Some students felt that the small class size hurt the discussion, and that the classes were sometimes repetitive. Suggestions for improvement included more effectively encouraging the students to participate, and providing more background reading material. Prospective students are recommended the course as it is an enjoyable way to gain perspective on a major global issue.

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**EN.500.111.13-14**

**Hopkins Engineering Applications & Research Tutorials**

**Adam Sierakowski**

Overall quality of the class: 3.95

Summary:

The best aspects of this course were that it provided a low-pressure introduction to computer programming and computer science to students who may not have had any experience in the field. Students were also intrigued by the tour of a super computer. Some students found that the course could be a little too fast paced. Suggestions for improvement included a slower pace, possibly focusing on the introduction more, and providing more handouts that list the basic coding techniques and computer syntax covered. Prospective students are advised that this course is a good way to learn basic coding, and if they find it too challenging that there are online resources to assist them.

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**EN.500.111.16**

**Hopkins Engineering Applications & Research Tutorials**

**Alex Kinsey**

Overall quality of the class: 3.60

Summary:

This course was found to offer students a helpful introduction to research and professional presentations, they also found the professor to be accessible, and enjoyed the ability to tailor the course to their interests. Another of the students favorite things about the course was the tour of the school's laboratories. Some students were disappointed that there was not more presentations, and found that the topics discussed could be a little dry. Suggestions for improvement included adding more hands-on activities, classmate interaction, and more content overall. Prospective students are advised that they should have an interested in reactive materials to get the most out of this course.

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**EN.500.111.18**

**Hopkins Engineering Applications & Research Tutorials**

**Nuala Del Piccolo**

Overall quality of the class: 3.55

Summary:

The best aspects of this course included the fun and interesting subject matter, and getting the opportunity to get a glimpse of the applications of microscopy. Some students felt that the course could get repetitive and could have used more homework or quizzes to encourage retention of the material taught. Other suggestions for improvement included more hands-on time with the microscopes, and more student involvement in general. Prospective students are advised that this course is a well-rounded introduction to microscopy.

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**EN.500.111.21-22**

**Hopkins Engineering Applications & Research Tutorials**

**Yizeng Li**

Overall quality of the class: 3.13

Summary:

The best aspects of this course included being an interesting and accessible introduction to cellular mechanics that students found useful for future studies. The course was also well structured and offered a clear progression of ideas. Some students found the lengthy explanations of the math to be hard to give their full attention, and found the material to be too generalized. Suggestions for improvement included making the course more interactive, and teaching the material at a more basic level. Prospective students are recommended this course which students described as enlightening and rewarding, but having some background in mechanics and biology may be helpful.

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**EN.500.111.23-24**

**Hopkins Engineering Applications & Research Tutorials**

**Shailesh Ganpule**

Overall quality of the class: 3.77

Summary:

The best aspects of this course were the presentation which allowed for some freedom to choose a research topic that appealed to the students, interesting subject matter, and casual small group environment. Some students felt that the material taught could have been more balanced in terms of difficulty, and that there was not enough structure to the course overall. Suggestions for improvement included taking some of the focus off the mathematics and spending more time on the applications, and encouraging more participation in class discussions. Prospective students are advised that the course is aimed towards engineering rather than biology.

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**EN.500.111.25**

**Hopkins Engineering Applications & Research Tutorials**

**Nash Rochman**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

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**EN.500.111.28****Hopkins Engineering Applications & Research Tutorials****Susan Liao**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**EN.500.111.30****Hopkins Engineering Applications & Research Tutorials****Deepa Madan**

Overall quality of the class: 4.00

**Summary:**

The best aspect of this course was that students had the opportunity to visit labs and see the application of the ideas they were learning in class. Some students found the pace of the class to be slow.

Suggestions for improvement included having more hands-on projects, and speeding up the pace of the class. Prospective students are advised to expect a low pressure environment to receive a good introduction to semiconductors.

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**EN.500.111.31****Hopkins Engineering Applications & Research Tutorials****Hasini Jayatilaka**

Overall quality of the class: 4.78

**Summary:**

The best aspect of this course included the professor who was described as energetic and enthusiastic, students also found the discussion of cutting-edge research to be especially exciting. Some students felt the readings could be overly dense and difficult to understand. Suggestions for improvement were to provide more explanation of topics students may not be familiar with or have a background in. Some students also suggested that having more speakers and interactive activities could improve the course.

Prospective students are advised that they should read the articles and engage in the class discussion to get the most out of this class.

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**EN.500.111.34****Hopkins Engineering Applications & Research Tutorials****Satyanarayana Vedula**

Overall quality of the class: 4.25

Summary:

The best aspects of this course were the casual discussion-based learning environment focusing on research being done in surgical data science. While some students found the repetitive nature of some of the lectures helpful, others felt that it made them dry or dull. Suggestions for improvement included bringing in guest speakers, and more hands-on technical assignments. Prospective students are advised that this course provides a great introduction to data science applications in the healthcare field.

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**EN.500.111.35**

**Hopkins Engineering Applications & Research Tutorials**

**David Holland**

Overall quality of the class: 4.00

Summary:

The best aspects of this course was the interesting subject matter and the low-pressure environment which students found was a good way to gauge their interest in the field. The only agreement among students as to criticisms of the course was its early morning time slot. Suggestions for improvement included making the lectures more easily understood by organizing them in a different way or using video. Prospective students are advised that this course is an interesting and fun way to find out what's occurring in bioengineering on the graduate level.

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**EN.500.111.38**

**Hopkins Engineering Applications & Research Tutorials**

**Mikhail Osanov**

Overall quality of the class: 4.40

Summary:

The best aspect of this course was the subject matter, 3D printing, which students found to be a very relevant and currently evolving topic. Students were also engaged by the course's focus on the applications of the technology, as well as the opportunity to use the 3D printers. Some students felt that the explanation of the software used to operate the 3D printers felt a bit rushed. Suggestions for improvement included more time spent with those design programs, and giving the students more opportunities to practice with the 3D printers before the final project. Prospective students are advised that the class may not be that interesting to students who have experience with this technology, but it's a great introduction for those who are new to 3D printing.

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**EN.500.111.39**

**Hopkins Engineering Applications & Research Tutorials**

**Golnoosh Kamali**

Overall quality of the class: 4.00

Summary:

The best aspect of this course was the interesting subject matter, students found it to be a very useful introduction to control theory. A few students felt that the class could have given a more in-depth look at some of the topics covered, including game theory. Suggestions for improvement included giving the discussions more depth, and adding more activities that would them to apply the theories covered. Prospective students are advised that they should be interested in learning about control theory, and that no background in the subject matter is necessary.

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**EN.500.200.01-02**  
**Computing for Engineers and Scientists**  
**Jordan Yoder**

Overall quality of the class: 3.89

Summary:

The best aspects of this course included being given hands-on experience programming with MATLAB, being allowed to work in groups, and the reasonable workload. A few students felt that the lectures didn't reflect well enough the homework assigned. Suggestions for improvement included spending more time discussing MATLAB in class, especially code relevant to the projects that were assigned. Prospective students are advised that a background in linear algebra is helpful.

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**EN.500.401.01-03**  
**Research Laboratory Safety**  
**Daniel Kuespert**

Overall quality of the class: 3.63

Summary:

The best aspects of this course included the group discussions, hands-on lab inspections, interesting case studies, and the overall usefulness of the subject matter. Some students felt that the course could have been covered in a shorter time frame, and that some of the work seemed unnecessary. A few students thought that it focused too much on chemistry/biology labs even though it was a requirement for all students who will be working in the labs. Suggestions for improvement included shortening the course, making sure the material applies to all students taking the course, and having the instructor speak more slowly. Prospective students are advised that the course is required if they aspire to do experimental research, and while it can seem tedious they will learn a lot of useful information.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.570.108.01-02  
Introduction to Environmental Engineering  
Hedy Alavi**

Overall quality of the class: 4.43

**Summary:**

The best aspects of this course included an engaging professor, field trips and guest speakers who broke up the lecture-based classes, and a fair workload. Some students felt that the lectures could sometimes be dry with an excessive amount of note taking. Other students found that there was a lot of material some of which didn't seem relevant or necessary to the overall topic of discussion. Suggestions for improvement included making the notes posted online more organized, more activities outside of class, and covering more example problems in class. Prospective students are advised that not very much background knowledge is needed to take the course, and that it will provide them with a great introduction to environmental engineering.

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**EN.570.205.01  
Ecology  
Grace Brush**

Overall quality of the class: 3.39

**Summary:**

The best aspects of this course included the interesting subject matter, a knowledgeable professor, and field trips that illustrated the concepts discussed in class. A few students felt that the lack of coursework made it hard to know what material should be focused on when studying for the exams. Some students also noted that the lecture notes posted online were sometimes poorly organized. Suggestions for improvement included more course and field work, adding a TA, and creating more interactive lectures. Prospective students are advised that this is a good course no matter the major, and that information posted online is sufficient enough that the textbook is hardly needed.

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**EN.570.222.01****Environment and Society****Erica Schoenberger**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this course interesting subject matter, thought provoking discussions about topics applicable to a variety of fields. Some students felt that expectations were unclear and the syllabus was vague. Suggestions for improvement included adding more coursework, and more interaction with the students through presentations or other class activities. Prospective students are advised that this is an intellectually stimulating course that they should be sure to do the readings for because they will need to be prepared to discuss them once they arrive to class.

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**EN.570.301.01****Environmental Engineering Fundamentals I****Kai Loon Chen**

Overall quality of the course: 3.91

**Summary:**

The best aspects of this course were the well-organized notes, the professor's teaching style, and the interesting subject matter which explored the chemistry behind environmental systems. A few students were surprised at the amount of chemistry that was needed to succeed in the class. Some students also felt that there were unclear expectations due to a lack of feedback on their work. Suggestions for improvement included clearer feedback on assignments and additional review sessions for exams. Prospective students should be advised that it's best to brush up on your chemistry before taking this class, and to take good class notes.

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**EN.570.305.01****Environmental Engineering Systems Design****Joseph Ellis**

Overall quality of the class: 4.00

**Summary:**

The best aspect of this course was the broad range of optimization types covered and the focus on how they apply to the real world. Students also found that the course material offered them new problem solving skills that they found very intellectually stimulating. A few students found that the professor's use of Word documents while teaching to be distracting. Some students also felt that the pace of the class was sometimes too fast, and some of the more conceptual topics could have been better explained with more examples. Suggestions for improvement included having the class move at a slower pace, and making the lectures more interactive. Prospective students are advised that they should make an effort

to understand the math behind the optimization techniques, and that experience with statistics and linear algebra may prove helpful.

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**EN.570.334.01**

**Engineering Microeconomics**

**Paul Ferraro**

Overall quality of the class: 4.64

Summary:

The best aspects of this course included a very engaging professor, interesting lecture topics, and great examples which give insight into the material and its applications simultaneously. There were very few complaints about the course, some students did note that occasionally test questions could be a bit vague. There was also very little consensus surrounding what could be improved about the course, some items mentioned were to cover more concepts, and to focus even more on applications. Prospective students are advised that even with little background in economics they will gain a great understanding of microeconomics, but to be prepared to pay attention in class.

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**EN.570.351.01**

**Introduction to Fluid Mechanics**

**Michael Karweit**

Overall quality of the class: 2.38

Summary:

The best aspects of this course included having a final project in lieu of an exam, a challenging topic that students found intellectually stimulating, and the concepts being related to real engineering applications. Many students found the course and its homework to be overly difficult and unrelated to the material being covered in class. They also felt that the feedback on their completed work wasn't timely, and that overall, the course failed to convey to them effectively the key concepts of fluid dynamics. Suggestions for improvement included doing simpler example problems in class to show students how to effectively use the equations, teaching the material so that effective notes could be taken, and a better structured curriculum. Prospective students are advised that this course has very challenging problem sets, to use multiple textbooks and online resources, and be prepared for a tough course.

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**EN.570.353.01**

**Hydrology**

**Ciaran Harman**

Overall quality of the class: 3.24

Summary:

The best aspects of this course included the professor's enthusiasm for the material, the labs and physical demonstrations, and weekly extra credit quizzes that let students know where they stood in terms of understanding the material. Some students felt that the course contained too much material, and therefore had to move at too fast a pace. Students also felt that it was mostly left up to them to study the textbook in order to learn the material, and that the homework expectations were unreasonable. Suggestions for improvement included defining the variables, and covering fewer chapters of the textbook. Prospective students are advised that they should be prepared to do their own readings in order to supplement the material taught in class.

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**EN.570.403.01**

**Ecology**

**Grace Brush**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

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**EN.570.411.01**

**Engineering Microbiology**

**Edward Bouwer**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the interesting subject matter that was taught in a clear and accessible manner, handouts that supplemented what was taught in class, and the lab experiences. While students found the labs useful in helping them fully grasp the ideas they were being taught, they did note that the labs were longer than the time allotted, and could sometimes require too large a time commitment. Students also felt that the grading system was overly harsh, and could sometimes feel arbitrary. Suggestions for improvement included better time management, and clearer expectations as to how they will be graded. Prospective students are advised that the labs are very intensive, and to prioritize studying the class notes over the textbook.

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**EN.570.419.01**

**Environmental Engineering Design I**

**Edward Bouwer**

Overall quality of the class: 3.73

Summary:

The best aspects of this course included a diverse group of guest lecturers, an interesting class project, and the broad range of topics covers. Some students felt that the lectures could be shortened, and that there could have been more interaction between them and the guest speakers. A few students would have liked more information on the upcoming final project so they could better prepare. Suggestions for

improvement included shortening the length of the class, and using class time to prepare for the final presentation. Prospective students are advised that they need this course to graduate, but the guest lecturers do provide a good review of the information you've been learning over the course of your college career.

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**EN.570.428.01**

**Problems in Applied Economics Research**

**Steve Hanke**

Overall quality of the class: 4.61

Summary:

The best aspect of this course was the intellectual challenge presented by a knowledgeable professor in a fast-paced environment presenting real-world applications of economics. A few students felt that the number of credits offered for this course was disproportionate to the amount of work asked of them. Suggestions for improvement included lessening the workload or increasing the number of credits that were offered for the completion of the course. Prospective students are advised that this is a demanding class that is ultimately rewarding, and to be prepared to make this class their full-time job.

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**EN.570.442.01**

**Environmental Organic Chemistry**

**A Roberts**

Overall quality of the class: 3.40

This class had 5 or fewer comments.

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**EN.570.443.01**

**Aquatic Chemistry**

**Alan Stone**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included its organized structure, lectures that were clear and purposeful, and an approachable professor. Some students felt that there could have been better reading sources outside the textbook. Suggestions for improvement included more group work and in-class discussions, more organized notes, and providing answers to the earlier exams. Prospective students are advised to brush up on their chemistry, and to approach the instructor if they are in need of help.

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**EN.570.445.01**

**Physical and Chemical Processes**

**William Ball**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included the subject matter's real world applications, helpful handouts, and students felt it was a good foundation for their future studies. However, some students felt that the class sessions being once a week and 3 hours long wasn't the best way to learn the material, and that the lectures seemed disorganized. Suggestions for improvement included spacing the lectures out over the week, utilizing more examples during instruction, and better preparing the lectures. Prospective students are advised that reading the textbook is a must, and that they should have a background in environmental engineering.

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**EN.570.470.01**

**Applied Econ & Finance**

**Steve Hanke**

Overall quality of the class: 4.64

This class had 5 or fewer comments.

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**EN.570.490.01**

**Solid Waste Engineering and Management**

**Hedy Alavi**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included an enthusiastic instructor, well-organized lecture notes, and the field trips which enhanced student's understanding of waste management facilities. Some students felt that the lectures were a bit dry, and would have like to seen more calculation practices. Suggestions for improvement included trying to make the lectures more engaging through the use of PowerPoint, shorter sessions, and more example problem solving. Prospective students are advised that to prove successful in this course they will need to listen for the concepts that the instructor stresses during class.

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**EN.570.493.01**

**Economic Foundations for Environmental Engineering and Policy Design**

**John Boland, Benjamin Hobbs**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

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**EN.570.495.01**

**Optimization Foundations for Environmental Engineering and Policy Design**  
**Joseph Ellis**

Overall quality of the class: 4.40

Summary:

The best aspects of this course included the wide range of applicable and useful topics covered, the instructor-provided notes, and the homework that proved helpful in learning the material. Some students seemed surprised that the course was so mathematics-based, and felt that some topics were covered far too quickly. Suggestions for improvement included adding more practical application of the material covered in class. Prospective students are advised that this is a math-intensive course which will very challenging for anyone without a background in linear algebra.

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**EN.570.497.01**  
**Risk and Decision Analysis**  
**Benjamin Hobbs**

Overall quality of the class: 4.50

Summary:

The best aspects of the course included helpful class handouts, the subject matter, and the instructor who taught the class with understanding and expertise. Some students felt that the amount of home they were assigned was overwhelming, and that the policy regarding returning homework was too harsh. Suggestions for improvement included shortening the exams, placing more weight on the project assignments, and to spend more time in class working on example problems similar to those in the homework. Prospective students should be advised that reviewing the textbook and class handouts is essential to getting the most out of this course.

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**EN.570.619.01**  
**Methods in Microbial Community Analysis**  
**Sarah Preheim**

Overall quality of the class: 4.38

Summary:

Students found the material covered in this course to be useful and interesting, the instructor facilitated great class discussions, and they were excited to learn some practical skills that should prove useful in their future careers or research. A few students found the pace of the class to move a little too quickly, especially during the computer programming portions. Students also felt that the workload was very heavy and could have been better spaced out over the course of the semester. Suggestions for improvement included spending more time on the final project, and giving more background in the computational portion of the class. Prospective students are advised that they will benefit from having a background in computer programming and microbiology.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
GERMAN AND ROMANCE LANGUAGES AND LITERATURE DEPARTMENT**

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

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

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

Overall quality of the class: 4.69

Summary:

The best aspects of this class were the instructor’s organic approach to teaching, the steady pace of the course, and that the course covers not only language skills but French culture as well. Beyond individual complaints, there were not many negative aspects of the course beyond the usual heavy workload for a language course. However, some students did suggest that greater clarity of expectations and exams would improve the course. No background in French is necessary; however, in order to succeed, prospective students should plan to complete the daily homework assignments and to spend plenty of time practicing their skills outside of class.

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**AS.210.111.01  
Spanish Elements I  
Alfredo Cumerma**

Overall quality of the class: 4.10

Summary:

The best aspects of this course were the class environment, where students were immersed in the language, and the different assessment styles to help track their progress. The worst aspect is that the class was composed of students a different skill levels, so the true beginners were a bit intimidated by those either with a bit more fluency. To improve, students suggested that the instructor create more opportunities for dialog in the classroom. Prospective students should have good attendance patterns. Having a fluency level of a high-school learner would be helpful, but not necessary.

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**AS.210.111.02-04**  
**Spanish Elements I**  
**Michelle Tracy**

Overall quality of the class: 4.44

Summary:

The best aspects of this course were the “fun,” “helpful,” and “bubbly” instructor and that the students were assessed through different mediums (movie commentary, oral presentations, and more traditional assessments). The worst aspects were the group presentations and lack of learning about Hispanic culture. To improve, most students felt that the class would have been more conducive to their learning if this class was restricted to true beginners. Although there is no assumed background, if future students took Spanish in high school there will be less of a learning curve during the beginning of the semester.

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**AS.210.112.01-03**  
**Spanish Elements II**  
**Julio López Raja**

Overall quality of the class: 4.18

Summary:

The best aspects of this course were the small class size, which ensured many opportunities to interact in Spanish with the instructor, and the instructor, who had an engaging teaching style catered to beginning learners. The worst aspects of the course were the group projects and the lack of opportunities to have conversational speaking practice in class. To improve, students suggested that the instructor provide more evaluations throughout the course and more opportunities for conversational, unrehearsed speaking practice. Prospective students should brush up on their grammar skills ahead of enrolling and be prepared to spend a great deal of time outside of the classroom practicing their skills.

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**AS.210.112.04**  
**Spanish Elements II**  
**Julie Lirot**

Overall quality of the class: 4.56

Summary:

The best aspect of this class is that Students’ are able to learn from a variety of activities. They enjoyed the interactive environment of the classroom and that they were able to learn about culture as well as the language. The worst aspect of the course seemed to be the quick pace of instruction. To improve, students suggested that the instructor provide more opportunities for unrehearsed conversation/discussion in class. Prospective students should expect a moderate-to-heavy workload. Many students noted that this course was like an advanced review of the skills they acquired in their high school language courses.

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**AS.210.151.02**  
**Italian Elements I**  
**Catherine Freddo**

Overall quality of the class: 4.00

Summary:

The best aspects of this course were the small class size, which encouraged student engagement, and the instructor, who provided a healthy mix of English and Italian instruction, provided interesting anecdotes about her own experiences, and also taught by discussing contemporary Italian culture. The worst aspects of the course seemed unique to each student; however a few did note that they did not like the textbook. To improve, students suggested that the department vet a new text, that the instructor provide more feedback, and that there are more opportunities for in-class conversation. Although there is no assumed background knowledge, prospective students should expect to share the classroom with students ranging in fluency.

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**AS.210.161.02-03**  
**German Elements I**  
**Deborah Mifflin**

Overall quality of the class: 4.25

Summary:

The best aspect of this class was its overall structure. Students were able to gain a solid foundation in speaking, writing, and reading German through the use of a helpful textbook, weekly assignments that reinforced skills and concepts, a clear syllabus, and a flexible and effective instructor. The worst aspects of the course were the heavy workload and long assignments, and that the instructor would often gloss over concepts without a full explanation. To improve, students suggested not using an online textbook (*Connect*), more meaningful homework assignments, better communication and delegation of tasks between the TA and the professor, and that the instructor provide better review tools (such as grammar rule handouts). There is no assumed background knowledge, but future students should expect a moderate-to-heavy workload and a fairly extensive time commitment.

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**AS.210.161.04**  
**German Elements I**  
**Christina Hinz**

Overall quality of the class: 4.25

Summary:

The best aspects of this course were the inclusion of elements of German culture, which helped keep the course well-rounded and engaging, and the writing assignments, which helped to reinforce skills. Overall, students felt that the class was informative and intellectually rewarding. The worst aspects of the class were the lack of time to have organic conversation in class and the online textbook, *Connect*. To improve students suggested that the department vet a new text or online tool, and that the

instructor provide more opportunities to speak the language in class. There is no assumed background knowledge, but future students should expect a moderate-to-heavy workload and a fairly extensive time commitment.

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**AS.210.171.01**

**Italian Elements I for Advanced Spanish Speakers**

**Alessandro Zannirato**

Overall quality of the class: 4.63

Summary:

The best aspects of this course were the instructor, and the variety of assignments that were interactive, engaging, and fun. Students especially enjoyed the opportunities of conversational learning, like the “a coppia” speaking exercises. The worst aspects of the course were based on students’ individual angsts, but a couple did mention they felt that the textbook was inadequate. To improve, students suggested more in-class exercises and coaching during class conversations. This class assumes that students will be fluent Spanish speakers. Future students should expect to spend a good amount of time studying independently and practicing outside the classroom.

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**AS.210.177.01**

**Portuguese Elements**

**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.88

Summary:

The best aspect of this class was the class atmosphere/environment. The instructor ensured that students were comfortable and confident enough to engage in organic conversation without judgment. The instructor was able to keep the beginners engaged while engraining the necessary grammar skills and new vocabulary. The worst aspects of the course were the online assignments and that there weren’t many opportunities for in-class assessment and structured feedback. The students suggested that the instructor provide more opportunities for listening and speaking, and that department vet a new online tool or module. There is no assumed background, but like with other language classes, future students should expect a moderate-to-heavy workload and to dedicate a good amount of time to practice and study outside the classroom.

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**AS.210.201.01**

**Intermediate French I**

**Ana Delia Rogobete**

Overall quality of the class: 4.23

Summary:

The students most enjoyed the amount of time they were able to practice speaking in class. They noted that the instructor made learning a language accessible and was consistent in speaking French in class. The worst aspects of the course were the online assignments, which were cited as “poorly documented,” having unclear deadlines, and “unnecessarily boring.” To improve, students requested more feedback/opportunities for assessment, to focus more on student-to-student discussions and effective communication, and more opportunities to practice in the classroom. The workload for the course is manageable. It is assumed that future students will have a solid foundation in the language with a beginner’s fluency prior to enrollment.

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**AS.210.201.02**  
**Intermediate French I**  
**Autumn Vowles**

Overall quality of the class: 4.71

Summary:

The best aspects of this class were the varied learning activities and that the students were also able to learn a bit about French culture. The worst aspects of the class were the online oral exercises/recordings and the amount of time students had to spend outside the classroom on lessons. To improve, students suggested spending more time in class on vocabulary and grammar and that the department should vet a different tool used for oral practice (they did not like *eSam*). If prospective students place into this level, then they should expect to have the right amount of background knowledge to succeed in this class. Students felt more confident in speaking, writing, and reading French after taking this class.

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**AS.210.201.03**  
**Intermediate French I**  
**Eric Bulakites**

Overall quality of the class: 4.25

Summary:

The best aspects of this course were the opportunities to engage peers in French and the varied learning activities. Students also noted that the learning environment was relaxed and fun, and the small class size made speaking in class less intimidating. The worst aspect of the course was the high number of assignments. More specifically, many students did not like the *eSam* online activities. To improve, students suggest cutting down on the online activities and that the instructor should provide more opportunities in class for organic discussions in French. As with the other Intermediate French I courses, prospective students should have a basic foundation in the French language before enrolling in this course.

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**AS.210.201.04-05**  
**Intermediate French I**  
**Suzanne Roos**

Overall quality of the class: 4.62

Summary:

The best aspect of this class is that the students' were able to pick the direction in which the class progressed based on their collective skill level. Additionally, they enjoyed the variety of activities, which helped them to reinforce and effectively learn new skills, and the opportunities to learn more about French culture (including the cultures of French-speaking West African nations). The worst aspects were the heavy workload and lack of vocabulary practice. To improve, students suggested that the instructor provide more opportunities to practice in class and to look at French culture. Prospective students can expect a manageable, but tedious workload. Future students should have studied beginner's French before enrolling in this course.

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**AS.210.201.06**

**Intermediate French I**

**Nicole Karam**

Overall quality of the class: 4.29

Summary:

The best aspect of this class was that the instructor engaged students in various learning activities and media. The worst aspects were the online assignments. To improve, a few students suggested that it would be great to do more French reading either with a novel, short stories, or contemporary news stories. Prospective students can expect a manageable, but tedious workload. Future students should have studied beginner's French before enrolling in this course and make an effort to consistently participate in class.

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**AS.210.211.01; 03**

**Intermediate Spanish I**

**Barry Weingarten**

Overall quality of the class: 4.18

Summary:

The best aspects of this class were the varied activities, structured schedule, straightforward expectations, and the great feedback students received on compositions. The worst aspect of the course seemed to be the instructor's attitude. Many students felt "intimidated" by his "short temper" and sometimes "rude" and "condescending" ways. One student even went as far to note that he had "occasional bouts of sexism, misogyny, and an inability to deal with transgendered students." To improve, students would have liked more opportunities to practice grammar and vocabulary via class discussion, and suggest that the instructor work on his interaction and sensitivity with students. It is assumed that future students will have the basic skills and vocabulary from Spanish Elements I and II or high school AP Spanish. Prospective students should be prepared to keep up with the pace of the course and expect to spend plenty of time outside of the classroom on home assignments and practice.

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**AS.210.211.02; 04**  
**Intermediate Spanish I**  
**Naiara Martinez-Velez**

Overall quality of the class: 4.19

Summary:

The best aspects of this course were the small class size, interactive environment and online assignments, and engaging and helpful learning activities. The worst aspects of the course were the group projects, and that there weren't many opportunities for organic discussion in class. To improve, students suggested that the instructor reduce the amount of online homework and spend more time practicing conversational Spanish. Prospective students should know the basics; it is assumed that they have either taken beginning Spanish courses or at least advanced high school language courses (such as AP Spanish).

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**AS.210.211.05**  
**Intermediate Spanish I**  
**Julio López Raja**

Overall quality of the class: 4.56

Summary:

The best aspects of this course were the small class dynamic, the emphasis on conversational skills, the discussion of real-world topics, and the instructor, who was cited as enthusiastic, engaging, funny, and helpful. The worst aspects were the heavy reliance on the textbook. To improve, students suggested using the textbook less and engaging in interactive, speaking activities more. Like with other intermediate language courses, this course assumes that students will have a beginning speaker's fluency or that he or she has at least taken AP Spanish.

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**AS.210.212.01–03**  
**Intermediate Spanish II**  
**Julie Lirot**

Overall quality of the class: 4.29

Summary:

The best aspects of this course were the small class size, which created an inviting atmosphere for class discussion, and the instructor, who helped the students communicate more effectively, provided great feedback (like tips on how to speak like native speaker), touched on the history of the language and Hispanic culture, and generally had a great attitude. MySpanishLab was cited as the worst aspect of the class; students felt that it did not clearly measure a student's understanding of the material or real-life language skills. To improve, students suggest that the department vet a new online tool, and that the teacher provide more opportunities for speaking and listening to conversational Spanish. A good foundation in Spanish is necessary in order to succeed in this class.

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**AS.210.212.05**  
**Intermediate Spanish II**  
**Barry Weingarten**

Overall quality of the class: 3.64

Summary:

The best aspect of the class was the structure and the instructor's ability to keep everyone speaking in Spanish during class. The worst aspects of the class were the high amounts of homework that often felt like "busy work" and the instructor's attitude. Students described him as "not the most helpful man," "prickly, to say the least," "not the most approachable," and that "one must have a thick skin in his class" as "he is very funny (although often at the expense of his pupils). To improve, students suggested cutting down on the assignments and focus more on opportunities for improvised conversation. Prospective students should note that the rigid structure of this course, if they keep up with the pace, will help them manage the workload. It is assumed that future students will have an advanced beginner's fluency.

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

Overall quality of the class: 4.71

Summary:

The best aspect of this class was the small class size, which made the class more engaging, allowed organic in-class discussions, and fostered a close relationship between the students and instructor. Students also noted that the instructor, when teaching Italian culture, encourages students to dig deeper beyond shallow conversations while speaking the language. The worst aspect of the course was the heavy workload. To improve, students suggested fewer daily assignments and that the instructor switch to more of a lecture style for topics on Italian culture and contemporary issues. Prospective students should expect a heavy workload. It is expected that future students will have at least the fluency gained from Italian Elements I and II.

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**AS.210.251.03**  
**Intermediate Italian I**  
**Alessandro Zannirato**

Overall quality of the class: 4.13

Summary:

The best aspects of this course were the "50-minute conversation" style of the course, that the instructor ensured that the students grasped the material, and that there was no cumulative final exam, just unit tests. Although the homework assignments helped students practice grammar, they often seemed like busy work since the students did receive feedback on them. To improve, students suggest that the instructor provide more opportunities in class to practice grammar and vocabulary. Prospective

students should be prepared to work to keep up with the pace of the class, but students noted that it is not difficult to succeed in this course.

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**AS.210.261.01**

**Intermediate German I**

**Jason Yonover**

Overall quality of the class: 4.29

Summary:

The best aspect of this class, as with other language sections, is the small class size, which is conducive for student participation. Students noted that their peers participated often, and the instructor was able to give individualized feedback. Other than two individual angst, the students did not note any worst aspects of this class. However, to improve, students suggested that there be more opportunities for free discussion. Perspective students should be somewhat fluent and be prepared to dedicate a portion of their weekly schedule to study and practice outside the classroom.

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**AS.210.261.02**

**Intermediate German I**

**Esther Edelmann**

Overall quality of the class: 4.43

Summary:

The best aspects of this course were the small class size and the helpful and engaging TA and professor. The worst aspect was the generic structure of the course, which made the students feel like they were often completing busy work or learning from a textbook. To improve students suggested that the learning environment should create an immersive language experience—less busy work, more in-class discussions speaking in German. Prospective students can expect to do well if they are able to keep up with the assignments and that the grading is very fair.

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**AS.210.261.03-04**

**Intermediate German I**

**Heidi Wheeler**

Overall quality of the class: 4.54

Summary:

The best aspects of the course were the instructor and that students also learned about German culture and history. Students noted that the instructor was “amazing,” “accommodating,” “helpful,” and “passionate.” Other than individual complaints, a couple of students noted that the worst aspect of the course was the copious amount of homework that often felt like busy work. To improve, students suggested more culture- and current event–centered organic discussions in class. One student even noted that it would rewarding and useful to maybe to take a fieldtrip; as Baltimore has a strong German

community. Prospective students should expect to spend a good amount of time outside of the classroom studying and completing assignments in order to keep up with the pace of the course.

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**AS.210.277.01**

**Intermediate/ Advanced Portuguese**

**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.86

Summary:

The best aspect of this course, as noted by every student who responded, was the instructor. Students noted that class discussions are engaging and that no student is left behind. Additionally, the students noted that the class facilitates an immersion in both the language and some insight into Brazilian culture. The worst aspect of the course was the online home assignments (eSAM), which did not seem to improve skill, were tedious, ineffective, and monotonous. To improve students suggest that they receive assignments that require a bit more in-depth thought and discussion, and in-class lessons and worksheets to practice grammar. Students highly recommend this course to future students. Prospective students can expect a pace and workload typical of intermediate-to-advanced language courses, so they should be prepared to schedule plenty of time outside the classroom to study, complete assignments, and practice speaking.

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**AS.210.288.01**

**Portuguese: Conversation through Film & Music**

**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.80

Summary:

The best aspects of this course were the class discussions and interesting films about Brazilian culture. Additionally, one student noted that both the discussions and assignments pushed students away from their comfort zones, developing the students' confidence and ability to speak in different settings. Students did not note any negative aspects. To improve, students suggested a better physical classroom (they noted this classroom as small) and more opportunities to practice and gain new vocabulary. This course is recommended for semi-advanced speakers who would like to expand their vocabulary and build confidence in their speaking ability.

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**AS.210.301.01-02**

**Advanced Writing and Speaking in French**

**Kristin Cook-Gailloud, Alexandre Labat**

Overall quality of the class: 3.64

Summary:

The best aspect of this course was learning through a variety of activities and mediums. Students participated in role play, read literature, explored French websites, and were able to cover a wide range of material. The worst aspect of the course was its disorganization due to a dysfunctional Blackboard site, lack of feedback, lack of coherence, and lack of direction and consistency in assignments. To improve organization students suggested a functional use of Blackboard, a structured syllabus, and solid lesson plans. Prospective students should be prepared for an advanced course by taking up to intermediate-level language courses.

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**AS.210.301.04**

**Advanced Writing and Speaking in French**

**Alexandre Labat**

Overall quality of the class: 2.71

Summary:

The best aspects of this course were the biweekly essays, which students thought really improved their writing skills. Additionally, students enjoyed the variety of texts used in class. The worst aspect of this course was its disorganization, so much so that many students noted that the lack of organization and structure negatively impacted their learning. To improve, students suggested that the class use an organized scheduled, concrete syllabus, have in-class materials prepared in advanced, and clear expectations for deadlines and assignments. It is assumed that future students would have already completed intermediate-level classes.

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**AS.210.301.05**

**Advanced Writing and Speaking in French**

**Jena Whitaker**

Overall quality of the class: 4.17

Summary:

The best aspects of this class were the different projects and creative assignments students had to complete at home and in the classroom. Students felt that with the instructor's helpful feedback and variety of assignments that their writing and speaking skills greatly improved. As with the other sections for this course, students complained most about the lack of organization; they felt the disorganization distracted from their learning. It seems that the curriculum for this class changed recently, so hopefully these kinks will work themselves out in future semesters. To improve, many students suggested weekly quizzes to test new vocabulary and grammar. Prospective students will find that this class makes advanced learning fun; they should expect a moderate-to-heavy workload, but a fair grading system. It is assumed that future students would have already completed intermediate-level classes.

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**AS.210.301.06-07**

**Advanced Writing and Speaking in French**

**Lenaig Cariou**

Overall quality of the class: 4.21

Summary:

Students enjoyed the variety of learning activities and in-class discussions. As with the other sections for this course, students complained most about the lack of organization; they felt the disorganization distracted from their learning. It seems that the curriculum for this class changed recently, so hopefully these kinks will work themselves out in future semesters. To improve, students suggested better communication between the instructor and TA, more planning and clear expectations regarding due dates and assignments, and clearer grading policy. Prospective students should note that even if they have had intermediate classes, this course completely immerses students in the language, so there may be a bit of a learning curve early in the semester.

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**AS.210.301.08**

**Advanced Writing and Speaking in French**

**Kristin Cook-Gailloud**

Overall quality of the class: 4.44

Summary:

The best aspects of this class were the engaging and supportive instructor, the variety of projects, and the field trip. The worst aspect of the course was a bit of confusion surrounding the expectations and deadlines for assignments—one student noted that the course seems like it is “in the works.” To improve, students wrote that there needs to be better communication between the instructor and students on what is expected for the next class meeting and a clearer syllabus. However, students do not want a bit of disorganization to sway prospective students from enrolling in this overall effective class. Prospective students should have an extensive background in speaking, writing, and reading French.

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**AS.210.309.01**

**The Sounds of French**

**Bruce Anderson**

Overall quality of the class: 4.40

Summary:

The best aspect of this course was the material. Students felt that their French speaking was greatly improved, the instructor was clear, fair, organized, and easy to understand, one student noted that “the class offers a fascinating examination of linguistic and phonetic concepts as they relate to the French language.” The worst aspect of the class was that there did not seem like there was enough substantial material to cover; students noted that lectures or lessons seemed repetitive and there wasn’t much to cover during tests. To improve, students suggested that to fill out the course content, it may be great to cover a variety of dialects for the French-speaking diaspora. This is a great course for intermediate-to-advance speakers to improve or fine-tune their pronunciation and overall speaking skills.

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**AS.210.311.01-03**  
**Advanced Spanish I**  
**Sergio Ruiz-Perez**

Overall quality of the class: 4.14

Summary:

The best aspect of this class was that students felt they were able to improve their conversational speaking skills through a variety of assignments and activities. The worst aspect of the class is that students felt like the grading system was a bit arbitrary. To improve, students suggested that the teacher give a clear expectation for assignments and/or rubrics and provide explanatory feedback. Prospective students should already have solid writing, grammar, and speaking skills prior to taking this course as it is conducted entirely in Spanish.

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**AS.210.311.04**  
**Advanced Spanish I**  
**Aranzazu Hubbard**

Overall quality of the class: 4.80

Summary:

The best aspect of this class was its balanced organization and the instructor. Students noted the instructor was, interactive, well-organized, gave students clear instructions for assessment reviews, and provided helpful feedback. There were not any general worst aspects outside of a couple of students' personal frustrations; however, students did suggest that the class would improve if the instructor provided more opportunities for conversational speaking or centering discussions concerning current events. Prospective students should be prepared for good attendance, as participation is a major part of the final grade. They should also have solid writing, grammar, and speaking skills.

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**AS.210.312.02-03**  
**Advanced Spanish II**  
**Aranzazu Hubbard**

Overall quality of the class: 4.38

Summary:

The best aspect of this class was the engaging format. The small class size facilitated great discussion, and although the class can be challenging, many students noted that the both the speaking and writing assignments improved their Spanish skills. The worst aspect was that many students felt that the class lacked opportunities for organic, conversational discussion. To improve, students suggest spacing out the assignments more and provide more opportunities for vocabulary review. Prospective students should expect a heavier workload and mandatory attendance; they should also have a solid background in Spanish, as this class is conducted entirely in the language.

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

Overall quality of the class: 4.48

Summary:

The best aspects of this class were the level of medical-specific vocabulary received in class and that the class also touched on social/cultural medicinal and public health issues in Hispanic nations and the U.S. The worst aspect of the class was the large amount of homework. Students often felt as if they were completing "busy work." To improve, students suggested cutting down the online homework assignments, increasing opportunities for more group work in class, and using more interesting and engaging debate topics. Non-native speakers found this to be a tough class, so prospective students should have a strong background in Spanish, as the class is taught entirely in the language. They should also be prepared for a heavier workload.

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**AS.210.314.01**  
**Spanish for International Commerce**  
**Maria Del Rosario Ramos**

Overall quality of the class: 4.80

Summary:

The best aspects of this course were the small, engaging class size and the amount of vocabulary you gain from taking the course. The worst aspect of the course seemed to be that the class often strayed from the syllabus and feedback was delayed significantly. To improve, students suggest that the instructor provide helpful feedback throughout the course, or at least provide a midpoint check-in. Prospective students should know that a strong background in Spanish is imperative for this course. It is a challenging course, but students note that they learned a lot and found the class useful in advancing their Spanish language skills.

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**AS.210.316.01**  
**Conversational Spanish**  
**Loreto Sanchez**

Overall quality of the class: 4.63

Summary:

The best aspect of this course was the one-on-one interactions with the instructor and that students greatly improved their speaking and listening skills. There were not any worst aspects other than individual angst; however, students did suggest that having more time to review grammar before exams would improve the class. Students should already be confident in their speaking skills before taking this course, as this is an advanced course for those who want to refine their skills.

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**AS.210.317.01**  
**Adv Spanish Composition**  
**Sergio Ruiz-Perez**

Overall quality of the class: 3.71

Summary:

At this point in their Spanish studies, students may feel that a course such as this would not offer much new material; however, students noted that the best aspect of this course was their exposure to new material and skills. The small class size allowed the students and instructor to interact freely. The worst aspects of the class were the online assignments, and the assigned novel. None of the students enjoyed that book. To improve, students suggested using a different novel and then spending more time analyzing/discussing the novel in class. Prospective students should have a strong background in Spanish with some experience with essay-writing in Spanish.

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**AS.210.351.01**  
**Advanced Italian I**  
**Beatrice Variolo**

Overall quality of the class: 4.40

Summary:

The best aspects were the small class size, and that the course using a holistic approach to teaching. Students were able to engage in great class discussion and units covered art, poetry, literature, and history. On the other hand, one of the worst aspects of the class was that topics could be too broad, and students would have liked more opportunity to discuss contemporary society and events. Prospective students should have a solid background in Italian, as the class is conducted entirely in the language, and they also should expect a moderate-to-heavy workload.

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**AS.210.361.01**  
**Advanced German I: Cultural Topics of the Modern German-speaking World**  
**Nina Tolksdorf**

Overall quality of the class: 4.17

Summary:

The best aspect of this course were the studied topics, which many students noted as interesting and made for an engaging class. The worst aspect was that since there were no opportunities for English-speaking, some students may have felt a bit intimidated to speak up during discussion. Thus, prospective students should have advanced fluency. To improve, students would have liked to have more vocabulary and grammar practice. Future students should expect a challenging, yet consistent and fair workload.

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**AS.210.361.02**

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

Overall quality of the class: 4.80

Summary:

The best aspects of this class were the small class size, which was conducive to engaging discussions, and the instructor, who presented a well-organized course and who was noted as “knowledgeable” and “passionate about the material.” There were not any worst aspects beyond students’ individual frustrations; however, a couple of students believe that more feedback on writing assignments would have improved the class. Participation is a large part of your grade, so prospective students should be prepared to have nearly perfect attendance and be fluent enough for a class that is taught mostly in German.

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

Overall quality of the class: 4.25

Summary:

The best aspects of this course were the instructor, who was cited as “dedicated to her students,” “amazing,” “effective,” “enthusiastic,” and “engaging, and that the students were able to learn colloquial Spanish. The worst aspect of the class was disorganization. Students did not receive prompt feedback and the workload seemed unevenly distributed; some students noted that the lack of organization impacted their success in the course. To improve, students suggested more opportunities to engage translation during class, a more even distribution of the workload throughout the semester, and better feedback. Prospective students should have an advanced background in Spanish with strong grammar skills. Additionally, this class has a heavy workload, so future students should schedule their semester accordingly.

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**AS.210.412.01**  
**Community Based Learning – Spanish Language Practicum**  
**Loreto Sanchez**

Overall quality of the class: 3.20

Summary:

The best aspects of this class were learning through real-world experiences and getting involved with the local Hispanic community. The worst aspect of this class was that it is very time-consuming and that there was no travel stipend (and that it was much better if you were able to drive). To improve, students suggested finding ways to help students commute to their sites, etc., having an initial, explanatory, set-up, class meeting or check-ins throughout the semester, and to put more focus on the volunteer work. Prospective students must be fluent and be prepared for the time commitment.

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

Overall quality of the class: 3.87

Summary:

The best aspects of this class were that students were able to greatly expand their vocabulary and improve both their reading and writing skills. The worst aspect of the class was the disorganization. Students noted some of the exercises became repetitive, assignment expectations and deadlines were unclear, and students were sometimes unaware of how to prepare for class. To improve, students suggested having weekly assignments and that the instructor implement a structured, stable syllabus. Prospective students should be advanced-to-fluent speakers and writers, as this class is meant to fine-tune and enhance the skills students already have.

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**AS.211.319.01**  
**¡Salsa! The Afro-Antillean song**  
**Maria Del Rosario Ramos**

Overall quality of the class: 4.43

Summary:

The best aspects of this class were the interesting discussion topics and the instructor. Students felt that they could focus more on learning something new. The worst aspect of the class was the lack of feedback. Grades were delayed; students noted that they took the final before they received their midterm grades. To improve, students suggested that the instructor use a more structured lesson plan, provide prompt feedback for students to track their progress, and increase the rigor of discussions. This course is taught entirely in Spanish, so future students must be fluent or have taken advanced language courses in order to keep up with the pace of this course.

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**AS.211.390.01**  
**Modern Spanish Culture**  
**Maria Ruhlmann**

Overall quality of the class: 2.93

Summary:

The best aspects of this class were the interesting subject material and learning through student-lead presentations. The worst aspect of the class was the teacher's lack of organization. Students reported that the instructor seemed to rarely plan for class, instructing them to buy the older version of the textbook, but using the newer version; the syllabus remained dysfunctional throughout the course; and students did not receive feedback on their exams. To improve, students suggested that the instructor improve the course's organization, provide clear expectations, and encourage interactive discussion. Although this class is not a language course, prospective students should be fluent enough in Spanish to participate in discussion.

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**AS.211.390.02****Modern Spanish Culture****Sara Castro-Klaren**

Overall quality of the class: 4.13

## Summary:

The best aspects of this class was the subject material and the instructor. Students noted that the instructor's lectures directly correlated to the exams, the instructor was engaging, and the students felt that the instructor motivated them to succeed in the class. The worst aspects of the class were the exams, which students noted as "exhausting" even for native speakers. To improve, students suggest either changing the structure of the exam, allowing take-home exams, or providing more time to review for exams. Prospective students should be fluent or advanced Spanish speakers and writers; however, one student did note that the teacher does make accommodations for varying levels of fluency.

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**AS.211.394.01-02****Brazilian Culture & Civilization****Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.61

## Summary:

The best aspects of this course were the interesting and comprehensive course material and the dynamic and engaging instructor. More than a couple of students noted this as their favorite class so far at JHU. The class covered a variety of material taught in engaging and interesting ways (like a symposium, in which the students were able to participate). The worst aspect (although only noted by a few students), was that sometimes assignment expectations were unclear or students felt as if they did not have enough time to prepare for an assignment. To improve, students suggested implementing a structured syllabus, clearer expectations, and maybe going on other field trips. This course comes highly recommended and fills up fast. Prospective students should expect a moderate workload, but should always complete reading assignments to be prepared for class discussion and quizzes.

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**AS.211.401.01-02****La France Contemporaine I****Bruce Anderson**

Overall quality of the class: 3.92

## Summary:

Students enjoyed covering a wide scope of contemporary France through various learning activities. Students learned about French history, politics, culture, and even gastronomy through lectures, readings, movies, and news articles. The worst aspects of the course were the lectures, which students noted as sometimes dull, that they didn't seem to know how to prepare for the exam, and written

assignment expectations were unclear. To improve, an overwhelming majority of the class suggested review sessions before each test and to either break the essays into shorter writing assignments throughout the class or that the instructor provide more specific essay topics/instructions. Prospective students should be fluent enough to analytically read, write, and speak in French.

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**AS.212.333.01**

**Introduction à la littérature française**

**Sara Miglietti**

Overall quality of the class: 4.80

Summary:

The best aspects of this class were its knowledgeable and helpful instructor and that the students were able to explore texts via engaging discussion and non-traditional methods (the class took a couple of trips to Special Collections). The worst aspects of the course were that although interesting, the texts presented a steep learning curve at the beginning of the semester. To improve, students suggested more interactive assignments. Prospective students should have advanced-to-native fluency for this course; they should expect a heavy reading and writing workload.

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**AS.212.333.02**

**Introduction à la littérature française**

**Wilda Anderson**

Overall quality of the class: 4.30

Summary:

The best aspect of this course was the range of interesting texts the students studied. The worst aspect of this course was the lack of in-class opportunities for participation or discussion. To improve, students suggest that the instructor provide more opportunities to analyze the text in class discussion. Additionally, many students suggested shorter, more varied readings. Prospective students should have advanced-to-native fluency for this course; they should expect a heavy reading and writing workload.

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**AS.212.358.01**

**Writing the Great War: French Literature and World War I**

**Cecilia Benaglia**

Overall quality of the class: 4.46

Summary:

The best aspects of this class are the instructor, who was engaging, passionate, and knowledgeable, and the interesting material and topics. The worst aspect was that, at times, the reading was heavy and very dense. To improve, students suggested that the instructor provide more opportunity for in-class discussion and that shorter readings or a smaller amount of longer readings that would be more

conducive to discussion and analysis. Prospective students should expect a heavy reading load, which requires significant concentration and time spent studying outside of class.

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**AS.212.365.01**

**Twisted Roots: Writing “Creole” in the French Caribbean**

**Rebecca Loescher**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

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**AS.212.469.01**

**Limit-Experience, Limit-Texts**

**Derek Schilling**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

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**AS.213.358.01**

**German Pop Culture**

**Andrea Krauss**

Overall quality of the class: 4.50

Summary:

The best aspect of this class is that although the material was challenging, it was interesting, and the instructor was engaging and helpful. Students felt that this course went beyond enforcing their language skills to encourage them to think critically issues at large. The worst aspects of the class were the readings; students often felt that they were dull and so dense that it was difficult to discuss them thoroughly in class. To improve, students suggested that they complete shorter essays throughout the semester to provide more opportunities for feedback (instead of the two larger papers), that the instructor provide reading comprehension guidance to help students digest readings, and to focus some lessons on more contemporary aspects of pop culture. Prospective students should have advanced-to-native fluency, especially in reading German as the class has a heavy reading load and moves at a faster pace than lower-level courses.

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**AS.213.369.01**

**Dada’s Ideologies: Literature, Art, & Politics**

**James Pelcher**

Overall quality of the class: 3.80

This class had 5 or fewer comments.

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**AS.213.387.01**

**Major City, Minor Literature? Berlin in German-Jewish and Yiddish Literature**

**Samuel Spinner**

Overall quality of the class: 4.00

Summary:

The best aspects of this course were the interesting materials and the small class size, which allowed students to engage in great in-class discussions. On the other hand, if students had not prepared for the course by completing the reading assignments, discussions sometimes were lacking. To improve, students suggested making the class meet twice a week to keep discussions lively and to study some contemporary readings. Prospective students should expect a lot of reading but an overall manageable, balanced workload

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**AS.214.125.01**

**Freshman Seminar: Dangerous Liaisons: Words and Music Through the Ages**

**Eugenio Refini**

Overall quality of the class: 4.53

Summary:

The best aspects of this course were the in-class discussions, which provided intellectual discourse; the interesting materials, reading assignments, and field trips; and the instructor, who the students noted as passionate, open, and gave attention to individual students' ideas. There were not any overarching worst aspects of this class, but a small majority of students did not like meeting once a week for long class period. Although engaging, the long class period sometimes made discussion drag on in a dulling way. To improve, students suggested splitting the class to meet twice a week. A few students also suggested that exploring the material through a multicultural, less Eurocentric/Western lens would make the class much more fulfilling. Prospective students who have some knowledge of musical theory and terminology will have an easier time digesting the readings and assignments.

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**AS.214.347.01**

**Petrarch and the Beginnings of the Renaissance**

**Christopher Celenza**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.214.376.01**

**Warrior Women from Ancient Times to Game of Thrones**

**Janet Gomez**

Overall quality of the class: 4.44

**Summary:**

The best aspect of this class was that it was organized in such an efficient and fluid manner that the students were able to easily study women and history through an alternative, intellectual lens. The worst aspects were that students received feedback late and there was a lack in a variety of texts/learning activities. To improve, students suggested that the instructor provide prompt feedback and to maybe use some alternative texts (like video games). Prospective students do not need any prior knowledge for this course, although some students noted a more fulfilling experience if they had been exposed to previous women/gender studies coursework.

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**AS.214.477.01****Magic, Marvel, and Monstrosity in the Renaissance****Walter Stephens**

Overall quality of the class: 4.71

**Summary:**

Students really enjoyed this course, noting it as “fun.” They felt they learned a great deal; the material was “fascinating and varied; and that the instructor was knowledgeable, passionate, and helpful and has “diverse interests and a sense of humor.” There weren’t many bad aspects other than individual frustrations; however, most students noted that they would have better absorbed concepts learned from the longer romance texts if they would have been assigned in selections instead of cramped into the second half of the semester. Prospective students should have intermediate-to-advanced reading and writing Italian skills and expect a heavy reading load.

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**AS.215.231.01****Introduction to Literature in Spanish****Ian Rogers**

Overall quality of the class: 4.57

**Summary:**

The best aspect of this course was that students were able to cover a comprehensive and broad spectrum of Spanish literature in an approachable way. Students noted that the instructor and TA were both passionate, made non-heritage speakers comfortable in what could be more intimidating class discussions, and provided helpful feedback in class and on assignments. If anything, the worst aspect is that it has a heavy workload, but the students expected that. Students understand that there is a lot to cover in this introductory course, but would have liked a somewhat lighter workload in order to analyze certain texts more intensely. Prospective students should have a good background in Spanish. They should expect a heavy, challenging workload, but also a rewarding experience.

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**AS.215.231.02****Introduction to Literature in Spanish****Alejandro Alvarez Herrera Lasso**

Overall quality of the class: 4.91

**Summary:**

The best aspects of this course were the engaging class discussions and lectures and the instructor, who received high regards from every student who responded to the survey. Overall, students felt that this was a “great class.” The worst aspect of the course was the sheer amount of reading, which seemed to cause some students difficulty in keeping up with the pace of the course. To improve, students suggested reducing the amount of reading in order to focus on individual works in-depth. Prospective students should be able to read and write Spanish well; although instruction and in-class discussion was often conducted in English, the assignments were completely in Spanish.

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**AS.215.324.01****Reading Terror: The Migrant in the Trans-national Narrative: Abancay, Lima, London, Alabama, Madrid, Connecticut****Sara Castro-Klaren**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this course were the interesting texts and the instructor. Students felt that the readings provoked insightful discussion and were relevant to modern issues. Students noted the instructor as “knowledgeable,” encouraged open discussion, and gave students individual attention, fostering their personal growth as writers and thinkers. Although the students enjoyed the open-format of the class, they also desired a bit more structure. Most students noted that the worst aspect of the class was a lack of organization and would have liked more instruction to help digest readings, the instructor to provide more moderation during discussion, and clearer instructions for written assignments. To improve, students suggested following the syllabus closely and that the instructor should provide rubrics or at least more detailed guidance for papers and presentations. Prospective students should expect a moderate-to-heavy workload and do not need prior knowledge, although having some contextual background in Latin American history would be helpful.

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**AS.215.388.01****Narrating Mexico: Novel and History****Christopher Rey**

Overall quality of the class: 5.00

**Summary:**

The best aspect of this class was the instructor. Students felt the instructor was “an excellent teacher,” who provided interesting, engaging lectures, and was able to incorporate pop-culture elements as part of the course. He was noted as being “well-versed” and “enthusiastic.” The worst aspects of the class

were the heavy reading load, and that most students felt that the instructor did not provide any introductory historical background. To improve, students either suggested a unit at the beginning of the semester on the historical background, or that the instructor provide the historical context prior to readings. Thus, prospective students would benefit if they have already had coursework in Latin American/Mexican history and culture. Additionally, future students should advanced writing skills in order to write a lengthy paper in Spanish.

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**AS.215.411.01**

**Folly & Insanity in Spanish Culture: Origins of Modern Madness in the Literature of Spain**

**Gabrielle Ponce**

Overall quality of the class: 4.42

Summary:

The best aspects of this class were the readings, which presented a unique and intellectually stimulating topic. The worst aspect of the class was the heavy workload, which could be overwhelming at times. Students most complained about the weekly/daily writing responses. The class was split nearly down the middle on the following improvements: either to reduce the readings so that each could be studied in-depth, or to add more readings to broaden the scope of the topics. Although discussion is often in English, prospective students should have advanced skills in analytically reading and writing Spanish.

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**AS.215.458.01**

**Cuba and its Culture Since the Revolution**

**Eduardo Gonzalez**

Overall quality of the class: 4.24

Summary:

The best aspects of this course were that students studied interesting texts in various mediums and the instructor, who they noted as knowledgeable, engaging, charismatic, and even the best professor one student had during his or her tenure at JHU. However, the instructor's entertaining personality seemed a bit distracting for a large number of students, as well. For the worst aspects, students noted that lectures seemed unorganized at times, following a stream of consciousness—going over some topics in extensive details and glossing over topics which would have interested the students. One student went so far as noting the teaching style as “ineffective.” To improve, students suggested that lectures be more focused and cover topics beyond gender issues, they receive clearer guidelines for writing assignments, and that the instructor provide more opportunity for in-class discussion. Prospective students should have intermediate-to-advanced Spanish knowledge; although lectures vary between English and Spanish, assignments and readings are in Spanish.

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**AS.215.484.01**

**Orientalismo al Sur**

**Nadia Altschul**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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**AS.216.373.01**

**War in Israeli Arts and Culture**

**Zvi Cohen, Neta Stahl**

Overall quality of the class: 4.19

Summary:

The best aspects of this course were the interesting and varied course materials; students were able to learn through engaging lectures, in-class discussions, movies, poetry, and so on. Additionally, the final paper allowed students to explore a topic of their choosing more closely. At times the class seemed to drag when readings were long or did not seem as valuable as others, or when discussions became dull. To improve, students suggested using more alternative teaching mediums to keep discussions lively and engaging. A few students also would have liked to receive more frequent and helpful feedback throughout the semester. No background knowledge is required for the course, but the readings can be dense at times.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.100.102.01-04  
The Medieval World  
Gabrielle Spiegel**

Overall quality of this class: 3.59

Summary:

The best aspects of this class include the interesting and detailed lectures, the approachable professor and TA’s who use anecdotes that illustrate concepts, manageable workload, and the fun weekly assignments. The worst aspects include the unclear essay questions, the powerpoints weren’t interactive, and unclear grading criteria. To improve this class, incorporating more visual aids, clearer essay questions, and incorporating a rubric for grading would be helpful. Prospective students should know that this is a great course to learn about different aspects of the medieval world and although the readings are lengthy the material is fun to work with.

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**AS.100.109.01; 03-04  
Making America: Slavery, Violence, and the Coming of the Civil War  
Ronald Walters**

Overall quality of this class: 4.00

Summary:

The best aspects of this class include the helpful TA’s who are willing to go above and beyond to assist with writing assignments, an engaging and knowledgeable professor, having the opportunity to develop analytical writing skills, and delving deeper into controversial topics regarding racism. The worst aspects include not being tested frequently on topics covered, and the lack of powerpoint presentations. To improve this class, being able to access course information electronically through PDF’s or Ebooks, possibly touring various monuments, and decreasing the class size would be beneficial. Prospective students should know that this is an awesome class but be prepared to work hard and read a lot of material.

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

Overall quality of this class: 4.29

**Summary:**

The best aspects of this class include the readings as they were intellectually challenging and provided a lot of insight on the topics covered in class, the attentive instructor, the small class size, and being able to discuss opinions on various authors. The worst aspects include the heavy reading workload, not enough discussion facilitation, and the difficulty of the content. To improve this class, incorporating more in-class workshops or group discussions to engage students, and getting more information regarding assignments. Prospective students should know that the readings can be time consuming but this course provides a great foundation for constructing historical essays.

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

Overall quality of the class: 4.15

**Summary:**

The best aspects of this class include learning about the history through the exploration of different works and different styles of history, examining historical trends and the wide range of history covered, the flexibility of the workload, and the in-class discussions. The worst aspects include the heavy reading workload which could be challenging, and having to work individually on a lot of tasks. To improve this course, receiving more feedback on assignments, smaller class size, incorporating more writing assignments, and having a structured syllabus would be helpful. Prospective students should know that there is a large amount of reading every week but the course teaches students to think critically about history.

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**AS.100.206.01****Freshman Seminar: Law, Society, and Power in America, 1500-1877****Sara Damiano**

Overall quality of the class: 4.46

**Summary:**

The best aspects of this course included the discussions that were moderated in a creative fashion, engaging classroom activities, and a knowledgeable instructor. Some students felt that the readings were too lengthy, and that the class would have been better with regular lectures. Suggestions for improvement included creating a better balance between time spent lecturing and discussing the

information, and a lighter reading workload. Prospective students are advised that this class is both reading and writing intensive.

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**AS.100.215.01**

**Freshman Seminar: US-USSR Cold War**

**Jeffrey Brooks**

Overall quality of the class: 4.46

Summary:

The best aspects of this course included intellectually stimulating subject matter, a great class atmosphere, and feedback that was helpful in developing student's writing abilities. Some students felt that the workload was too heavy at the beginning of the semester, and that the lectures were sometimes disorganized and followed too many tangents. Suggestions for improvement included integrating discussion and lectures into the same class instead of separating the two, and a more reasonable workload. Prospective students are advised that while at the beginning of the semester the class can seem intimidating, it does become more manageable as it goes on.

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**AS.100.220.01**

**Freshman Seminar: Politics, Information, and the State in Early Modern China and Japan**

**Emily Mokros**

Overall quality of the class: 3.65

Summary:

The best aspects of this course included the course focus on improving student's writing abilities, interesting secondary and primary source readings, and helpful class discussions. Some students felt that they didn't have enough background information on the history of China and Japan, and that some of the readings were incredibly dense. Suggestions for improvement included giving more background on topics before assigning the readings, and adding more in-class activities or projects to the course. Prospective students are advised that a background in Chinese and Japanese history is helpful, and that the class is extremely in-depth in its subject matter.

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**AS.100.243.01-02**

**China: Neolithic to Song**

**Tobie Meyer-Fong**

Overall quality of the class: 4.81

Summary:

The best aspects of this course included engaging lectures covering a great span of Chinese history, and interesting readings some of which were primary source. Some students felt overwhelmed by the scope of the class, and that it placed too much emphasis on art. A few students also felt that the lectures could have used more emphasis on things that would later turn up in exams. Suggestions for improvement

included using slides to better organize lectures and keep students engaged. Prospective students are advised that no background knowledge is necessary, and that this course is a great introduction for anyone interested in Chinese history.

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**AS.100.246.01**

**Colonial Latin American History Survey**

**Guillermo Garcia Montufar**

Overall quality of the class: 3.69

Summary:

The best aspects of this course included fascinating primary source readings, an instructor who was open to different interpretations of the readings, and interesting subject matter. Some students felt that there was too many reading assignments and not enough graded assignments. Suggestions for improvement included adding more lecture time to the course in order to add more context for the material being read. Prospective students are advised that it is helpful to have some background in colonial Latin America as the primary source documents are very detailed but have little context.

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**AS.100.255.01**

**The Haitian Revolution in World History**

**Nathan Marvin**

Overall quality of the class: 4.78

Summary:

The best aspects of this course included field trips, and the subject matter that covered a period in history not generally covered in classes or books. Students also thought that the class struck a good balance between lecture, projects, and class discussion. Some students felt that class discussion was hindered by other students not showing up to class, and that some of the readings were too dense. Suggestions for improvement included a stricter attendance policy, more grades based on assignments or exams rather than participation, and assigning less readings. Prospective students are advised that there is no assumed background for taking this class, and that the instructor is a tough grader when it comes to the papers.

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**AS.100.303.01**

**Old Regime and Revolutionary France**

**Michael Kwass**

Overall quality of the class: 4.60

Summary:

The best aspect of this course was the structure of the course, in which half of the class was dedicated to lecture and the other devoted to discussion. Students also found the primary source readings to be excellent, and that the course offered a very in-depth look at its subject matter. Some students felt that

the discussions were sometimes hard to participate in due to a lack of guidance from the instructor. Suggestions for improvement included addressing some topics, such as the French Revolution in more depth, and encouraging students to raise hands in order to participate in class discussions. Prospective students are advised that this is an interesting but not an easy class, and that the essays are graded harshly.

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**AS.100.319.01**

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

**Jessica Walker**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included its well-planned curriculum, comprehensive lectures, and well-led class discussions. Some students felt that the reading load was too heavy, and that the discussions would sometimes go on for too long. A few students also felt that they weren't well-prepared for the final research paper. Suggestions for improvement included having shorter or more structured discussions, and better preparation for the final paper. Prospective students are advised that a background in English history is helpful, and that the class includes a large amount of writing.

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**AS.100.324.01**

**Dostoevsky's Russia**

**Jeffrey Brooks**

Overall quality of the class: 4.18

Summary:

The best aspects of this course included interesting readings and course material, and an instructor with an enthusiasm for sharing his knowledge of Russian history. Some students felt that the lectures could be tedious, and the class length too long. A few students also thought that the reading workload was too heavy. Suggestions for improvement included splitting the course into two shorter sessions per week, and having more in-class discussions among the students. Prospective students are advised that keeping up with the readings is very important, and that some background in Russian history is helpful.

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**AS.100.337.01**

**Historical Perspectives on Humans and Animals in the Atlantic World and the Early United States, 1500-1860**

**Claire Gherini**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

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**AS.100.343.01****Diaspora, Nation, Race, and Politics****Michael Hanchard, Kenneth Moss**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included a focus on discussion that engaged students with the material they covered in the readings, the variety of viewpoints presented, and the intellectual challenge of understanding the subject matter. Some students felt that the amount of reading expected of them was overwhelming and that they were unable to give them the attention they deserved. A few students also felt that the discussions could sometimes go off topic. Suggestions for improvement included a more focused syllabus with a somewhat leaner reading list, and more close readings of the texts during class. Prospective students are advised that half of their grade is based on class participation so they should be prepared to talk in class.

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**AS.100.348.01****20<sup>th</sup>-Century China****William Rowe**

Overall quality of the class: 3.95

**Summary:**

The best aspects of this course included an enthusiastic and knowledgeable instructor, engaging lectures, and unique subject matter that is relevant to the modern world. Some students were disappointed that not everything that was on the syllabus was covered in class, such as the modern China after the cultural revolution. A few students also felt that the grading for the course was overly harsh. Suggestions for improvement included making the course better organized so that the syllabus is followed more closely, and more focused lectures. Prospective students are advised that they should take good notes as they are helpful for the final, and to be prepared to think critically about the readings.

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**AS.100.353.01****Youth and Youth Movements during 20<sup>th</sup> Century: Germany, Britain, and the U.S.****Hanno Balz**

Overall quality of the class: 4.56

**Summary:**

The best aspects of this course included interesting subject matter that fostered great in-class discussions, student presentations, and an engaging professor. Some students felt that they would have preferred a little more feedback especially on their essays. A few students also thought that there wasn't enough opportunity to receive grades. Suggestions for improvement included more guidance on the final paper topics, and if the course was split across two days. Prospective students are advised that there is a lot of self-direction needed for the final paper and presentation.

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**AS.100.383.01**

**Conversion and Apostasy in the Middle Ages**

**Tamer El-leithy**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

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**AS.100.397.01**

**U.S. Histories Male and Female**

**Mary Ryan**

Overall quality of the class: 4.29

Summary:

The best aspects of this course interesting subject matter taught by a pioneer in their field, well-curated readings, and the wide array of American experiences covered. Some students felt that the course could have had a greater focus on gender theory, and that the reading workload was too heavy. Suggestions for improvement included splitting the course into two meetings per week, and a more open discussion with less focus on texts. Prospective students are advised that they will need to keep up with a large amount of reading, and that a background in American history and sociological concept of gender are helpful.

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**AS.100.411.01**

**Readings in the History of Public Health in the 20<sup>th</sup> and 21<sup>st</sup> Centuries**

**Louis Galambos**

Overall quality of the class: 4.61

Summary:

The best aspects of this course included stimulating in-class discussions and instructor-led debates, and interesting readings that forced students to think critically. Some students felt that the readings were too long, and that they would have liked having access to their grades throughout the course. Suggestions for improvement included explaining and keeping students informed of their grading, and having more student-driven discussion topics. Prospective students are advised that this course provides a very in-depth view on the history of public health, and that they should be sure to turn in drafts of their papers before they are due.

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**AS.100.417.01**

**Capitalism, Socialism, and Democracy**

**Louis Galambos**

Overall quality of the class: 4.73

Summary:

The best aspects of this course included the structure of the class which facilitated constructive debates, interesting subject matter that helped students form their own opinions, and quality readings. Some students felt that the content could be repetitive at times and also very dense. Suggestions for improvement included having more class sessions per week, and making more of an effort to keep students on topic during class discussions. Prospective students are advised that there is an extensive amount of reading and writing, and that this is a good course for anyone with even a remote interest in the subject.

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**AS.100.445.01**

**African Fiction as History**

**Pier Larson**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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**AS.100.499.01**

**Film and Propaganda in Nazi Germany**

**Hanno Balz**

Overall quality of the class: 4.86

Summary:

The best aspects of this course included thought-provoking discussions, interesting film screenings, and an instructor that was able to make the material relevant to the student's lives today. Some students felt that the evening screening times for the films was inconvenient, the feedback was limited, and that the reading load was sometimes overly heavy. Suggestions for improvement included better feedback on their essays, and focusing more on the reading during class discussions. Prospective students are advised that this they'll be committed to watch a film every week, and that they're offered a lot of creative freedom in their choice of essay topics.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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
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**AS.010.101.01  
Introduction to History of European Art I  
Christopher Lakey**

Overall quality of the class: 2.71

Summary:

This class had 5 or fewer comments

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**AS.010.101.02-04  
Introduction to History of Western Art I  
Christopher Lakey**

Overall quality of the class: 3.86

Summary:

The best aspects of this class are that it covers a range of topics, contains interesting readings, and is really comprehensive. The lectures are also very interesting and the class is well organized. The worst aspects are that there is an emphasis on memorization, and for anyone who has taken several history classes may find the material redundant. To improve this course students indicated that an emphasis should be placed on overarching concepts and their historical significance rather than rote memorization of dates. Prospective students should know that there are two major assessments and two major papers. Also, this is a great course for those who have never taken a history class and although there is a lot content to get through, this is a rewarding class with tremendously helpful TA's.

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

Overall quality of the class: 4.74

Summary:

The best aspects of this class include the museum visits, an engaging and passionate professor, interesting subject matter, and an energetic and engaging learning environment. The worst aspects include lengthy lectures and students indicated that the exams were a little challenging. To improve this class, students would like to have notes posted online, more in-depth classroom discussions, and more lab exercises as students found them extremely enjoyable. Overall, prospective students should know that this is a wonderful class that is very interesting and fun. In addition, students will have the opportunity to experience real-life examples of the art they're studying.

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**AS.010.110.01**

**Art of the Islamic World**

**Rebecca Brown**

Overall quality of the class: 4.25

Summary:

Extremely engaging professor, wide array of subject matter, interesting themes and readings, and topics that connect to larger themes that relate to other subjects and disciplines. The worst aspects would be the challenging essays and exams, and limited historical background provided. To improve this class, students would like sample papers to get an idea of what is expected, increased opportunities for in-class discussions, and more feedback on essays. Prospective students should be prepared to do a lot of technical writing however, the course is very interesting and students will encounter the most beautiful images. No background is necessary to do well in this class.

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**AS.010.220.01**

**Theft, Theory, and Telescopes: Rome and Naples in the Age of Caravaggio**

**Hannah Friedman**

Overall quality of the class: 4.40

Summary:

This class had 5 or fewer comments

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**AS.010.232.01**

**Art and Architecture of the Medieval Mediterranean World**

**Marius Hauknes**

Overall quality of the class: 4.13

Summary:

The best aspects of this class are the interesting writing assignments, course content, and the combination of exams, essays, and museum visits as course requirements is refreshing and balanced. The worst aspects include lengthy lectures, heavy reading, and lack of class interaction. To improve this class, students indicate that more feedback would be helpful, incorporating group discussions, and include more emphasis on fundamentals in terms of terminology. Prospective students should expect a manageable workload, small classroom size, and students do not have to have a background in art history to be successful.

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**AS.010.236.01**

**Palaces, Temples and Tombs in Mesopotamia**

**Marian Feldman**

Overall quality of the class: 4.50

Summary:

The best aspects of this class are engaging in-class discussions, the professor's presentation of the material, and interesting course content. The worst aspects include the memorization required for exams, the number of reading assignments however, the information is informative and thought provoking. To improve this class, students would like more emphasis on the history of the region, having access to more online modules, and more group conversations as the class size is small. Prospective students should know there are a fair amount of readings but the professor is phenomenal and excited about the material.

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**AS.010.316.01**

**Venetian Art and the Mediterranean World 1350-1550**

**Stephen Campbell**

Overall quality of the class: 4.41

Summary:

The best aspects of the class are the interesting in-class lectures, the extremely knowledgeable and engaging professor, the subject matter, and the TA's are excellent. The worst aspects are the occasional lack of clarity in terms of what is expected of students, the extensive amount of reading material, and lengthy lectures. To improve this class, students would like smaller group discussions, having notes posted after lectures, and adding museum visits. Overall, prospective students should be prepared to memorize several images and stay on top of readings as they are critical for the exams, and there are significant essay writing assignments but the requirements for the course are manageable.

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**AS.010.322.01**

**Knowledge, Holiness, and Pleasure: The Illustrated Book in the Medieval World**

**Nino Zchomelidse**

Overall quality of the class: 4.63

Summary:

The best aspects of this class are the museum trips that allowed for hands-on experience, the ability to work with facsimiles which was helpful in understanding the material, and the breadth of information and examples covered throughout the course. The worst aspects include the short introduction to manuscripts, limited assignments as a lot of weight is placed on the final project, but overall students enjoyed this class. To improve this class students would like a more concise reading list and more in-class discussions. Prospective students should be prepared to participate in discussions and understand that some of the readings are dense, but manageable.

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**AS.010.410.01**

**The Epistemology of Photography**

**Rebecca Brown**

Overall quality of the class: 4.50

Summary:

The best aspects of the class are the in-class discussions, interesting reading material, and the field trip to the BMA. The worst aspects would be the disconnection between the grads and undergrads taking this course however, students were able to find a balance. To improve this class, more theoretical photography readings would be beneficial and having a break during the class period. Overall, prospective students should know that this class is challenging but incredibly rewarding. Be prepared to engage in interesting material and have your critical thinking skills challenged!

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.140.105.01-03  
History of Medicine  
Marta Hanson, Gianna Pomata**

Overall quality of the class: 4.22

**Summary:**

The best aspects of the course are the engaging, lively, and knowledgeable professor, as well as the extremely interesting course material. This course provided valuable insight into the history of medicine. Many students agreed that a major challenge for this course was the inability to remotely access PowerPoint lecture documents. Some students felt that the lectures proceeded at a pace which was difficult keep up with. Suggestions for improvement include utilizing Blackboard to make lecture slides available for out-of-class time review, and increasing the occurrence of email communications between the professor and students. Prospective students should know that reading, note taking and attendance are very important for this course.

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**AS.140.115.01  
Freshman Seminar: Artificial Humans  
Yulia Frumer**

Overall quality of the class: 4.64

**Summary:**

The best aspects of the course include the engaging class discussions. The topics explored in this course make you look into yourself and really evaluate what your thoughts and morals are. Some students shared a concern about the amount of weekly reading and writing required by the course. Suggestions for improvement include minimizing the amount of required reading assignments in order to provide students with an opportunity to read more texts in more detail, and be able to more readily refer back to readings during class discussions. Prospective students should know that this course will require you to step out of your safety zone and engage in discussion with fellow classmates.

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**AS.140.163.01****Jungle Doctors: Medical Missions in Africa from David Livingstone to Paul Farmer  
Julia Cummiskey**

Overall quality of the class: 4.50

Summary:

The best aspects of the course include a stimulating class environment advanced by stimulating discussions which emerge from a diverse source list. Some students found that reading materials and class discussions appeared to focus on ideas which had been previously explored. Students had trouble formulating arguments for writing assignments. Suggestions for improvement include providing further diversity in regards to reading materials, and giving optional prompts for midterm essays and response papers. Prospective students should know that the course combines historical analysis with medical history in a scientific-humanities approach. They should be prepared to develop competency formatting and writing style for college-level courses.

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**AS.140.165.01****Enlightenment Science Through Brilliant Books  
Jean-Olivier Richard**

Overall quality of the class: 4.27

Summary:

The best aspects of the course include a very engaging and humorous professor, interesting reading materials, and thought provoking class discussions. Some students found the amount of required reading and/or writing to be challenging at times. Suggestions for improvement include providing students with a list of pointed questions to focus on while reading. Prospective students should be prepared to devote time outside of class to the process of reading and writing.

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

Overall quality of the class: 4.60

Summary:

The best aspects of the course include very interesting content, engaging discussions, lively in class discussions, and an enthusiastic professor who presents material clearly and cohesively. The most common challenges faced by students include in depth reading assignments, the absence of remote lectures access, and a perceived the lack of guidance and/or feedback on written work. Suggestions for improvement include minimizing the overall density of assigned readings, making lectures available through online sources, and adding more opportunities for writing assessments before final exams are

administered. Prospective students should be interested in history and/or science. They should be prepared to allocate an appropriate amount of time to reading and writing outside of class.

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**AS.140.343.01**

**What it Means to be Human: Perspectives in the History of Anthropology, 1860-1995**

**Adrianna Link**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**AS.140.345.01**

**Animal Minds: Beyond the Black Box**

**Richard Nash**

Overall quality of the class: 4.56

Summary:

The best aspects of the course include an approachable professor, fascinating subject matter, and enlightening weekly readings. Some students felt that the work load was a challenge at times. Suggestions for improvement include minimizing the overall density of assigned reading. Prospective students should know that a significant percentage of their grade is based on in class participation. To this end, it is important to complete readings outside of class in order to make thoughtful contributions to weekly in class discussions.

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**AS.140.346.01**

**History of Chinese Medicine**

**Marta Hanson**

Overall quality of the class: 4.71

Summary:

The best aspects of the course include an interesting topic, and an engaging professor. Some students found the amount of required reading and writing to be a challenge. Suggestions for improvement include providing more in class discussion time and minimizing the length of readings. Prospective students should be interested in Chinese history and medical pluralism. They should be prepared to develop in depth written responses to documents on regular bases.

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**AS.140.382.01**

**Plagues and Societies in World History**

**Katherine Arner**

Overall quality of the class: 4.90

Summary:

The best aspects of the course include interesting readings, excellent discussions, and an engaging and approachable professor. an interesting topic, and an engaging professor. Many students agreed that the amount of reading were a challenge. Suggestions for improvement include minimizing the amount of readings and providing students with a sample research paper. Prospective students should be interested in exploring a great survey of plagues throughout society. They should be prepared to handle a typical workload for an upper-level, writing intensive history of science course.

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**AS.140.398.01**

**Godzilla and Fukushima: Japanese Environment in History and Films**

**Yulia Frumer**

Overall quality of the class: 4.75

Summary:

The best aspects of the course include the extremely interesting topics, the awesome in class discussions, and a professor who is really passionate about the subject matter. Some students agree that process of finding the required films was often a challenge. Suggestions for improvement include making some films accessible through Blackboard. Prospective students should be interested in exploring a variety of topics related to Japan's environmental history. They should be prepared to allocate time to reading and writing outside of class in order to be able to actively participate in class discussions.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.300.139.01**  
**Introduction to Intellectual History**  
**Samantha Carmel, Paola Marrati**

Overall quality of the class: 3.85

Summary:

The best aspects of the course are the in depth discussions around a broad range of topics. Both professors are able to take very abstract concepts and make them remarkably comprehensible. Many students found the comprehensive reading requirements to be a challenge. Many students agreed that the readings were at times long and hard to follow. Some students expressed concern regarding the fluidity of in class discussions. Suggestions for improvement include the implementation of more structured classroom discourse, and the inclusion of more graded assignments. Prospective students should have an interest in making meaning of open ended questions. They should be prepared to thoughtfully explore a variety of philosophical perspectives in order to actively participate in class dialogues.

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**AS.300.283.01**  
**Nineteenth-Century Science Fiction: Ecology, Utopia, and Catastrophe**  
**Sebastian Lecourt**

Overall quality of the class: 4.35

Summary:

The best aspects of the course are the brilliant books which cover a wide range of literary, historical, and scientific topics. The professor is incredibly captivating and the class discussions are always thought provoking. Some students found it difficult to integrate their perspectives into class discussions. Suggestions for improvement include the addition of more writing assignments, and the regular distribution of supplemental materials to enhance in class discussion. Some students also felt that the book list should be modified, and that interactive activities, beyond free discussion, should be

incorporated into the regular class format. Prospective students should have an interest in exploring a variety of science fiction materials.

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**AS.300.290.01**

**Freshman Seminar: Shakespeare and his “Goddess”: real and imaginary lovers in the poetry and drama of early modern Europe**

**Elizabeth Patton**

Overall quality of the class: 4.50

Summary:

The best aspects of the course are the small class size which allows for intimate discussion, and the amazing professor who supports the literary advancement of her students. Some students found the reading materials to be challenging and difficult to interpret without support. Suggestions for improvement include minimizing the amount of overall readings in order to allow for more in depth discussion, incorporating *Dante* and/or a greater variety of poetic readings into the curriculum. Prospective students should know that this course is not just about Shakespeare. They should be prepared to thoughtfully explore sonnets, and be interested in improving their literary understanding through the process of consistent reading, writing, and rewriting.

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**AS.300.324.01**

**Cinema of the 1930s: Communist and Capitalist Fantasies**

**Anne Eakin Moss**

Overall quality of the class: 4.57

Summary:

The best aspects of the course are the interesting subject matter, and the incredibly enthusiastic instructor who helps students feel connected to unique film genres. Many students found the fluidity of class discussions to be a challenge. Some students found graded assignments to be scarce and confusing at times. Suggestions for improvement include increased lecture structure, more assessments, more in depth feedback on assessments, and the faster return of assignments. Prospective students should be prepared to regularly participate in Blackboard and class discussions, and take advantage of the professor’s office hours.

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**AS.300.357.01**

**Forms of Modern Fiction**

**Richard Macksey, Omid Mehrgan**

Overall quality of the class: 4.00

Summary:

The best aspects of the course include a classroom environment that is stimulating and interesting lectures by Professor Macksey, who is very knowledgeable and has many insightful things to share about

works of fiction. Many students agreed that the challenges of this course are the absence of a formal syllabus, delayed feedback to assignments, and an unclear grading system. Suggestions for improvement include providing students with a syllabus which they could follow and look back on, provide students with more timely and in depth feedback, develop more opportunities for interaction between professor and students. Prospective students should be prepared to stay on keep track of reading be interested in taking part in a unique learning experience.

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**AS.300.371.01**

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

**Yi-Ping Ong**

Overall quality of the class: 4.92

Summary:

The best aspects of the course include an intelligent professor who is always prepared and has engaging, thought-provoking ideas to bring to class. The readings are well chosen and the presentations are great, as they break up the typical seminar format. Some students found the extensive reading requirements, and the fast pace of lecture discussions to be a challenge. Suggestions for improvement include the provision of supplemental lecture outlines and/or roadmaps, the addition of more student led discussions, and the deduction of some required reading materials. Prospective students should be prepared to keep pace with a curriculum that calls for a great deal of reading and writing.

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**AS.300.383.01**

**History of Madness from the Bible to DSM-V**

**Orna Ophir**

Overall quality of the class: 4.00

Summary:

The best aspects of the course include course materials that are extremely thorough and interesting. Some students found the grading structure to be a challenge as students often felt unsure of what was expected and how their grades would be determined. Suggestions for improvement include creating more opportunities for student discussion with the professor as the moderator, and the dissemination of outline materials for major assignments. Prospective students should be interested in learning about the history of mental illness, and be prepared to complete reading assignments outside of class in order to contribute to discussion.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.650.461.01  
Cloud Computing Security  
Joel Coffman**

Overall quality of the class: 4.50

Summary:

The best aspects of the course include the useful content, diverse teaching methods, routine quizzes, interesting discussions, and student presentations. Many students found the frequency of pop quiz assessments to be a challenge. Some students found the amount and content of assignments to be limited and rudimentary. Suggestions for improvement include scheduling assessments and incorporating technical papers/practical assignments related to cloud security into the curriculum. Prospective students should be prepared to complete assigned readings in order to be prepared for regular pop quizzes.

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**EN.650.457.01  
Computer Forensics  
Timothy Leschke**

Overall quality of the class: 4.44

Summary:

The best aspects of the course include actual applied knowledge provided via the Access Data assignments, the opportunity to become a Certified Examiner for the AccessData FTK toolkit, and the professor who is both nice and knowledgeable. Many students agreed that class lectures lacked stimulation. Suggestion for improvement includes introducing practical engagements into the classroom experience. Prospective students should know that the course is straight forward and to the point, grading is done consistently by the professor, and the assignments will all come together during the hard drive examination assignment as well as an examination of a computer. They should be prepared to allocate time to understand readings outside of class.

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**EN.650.621.01****Critical Infrastructure Protection****Lanier Watkins**

Overall quality of the class: 4.00

**Summary:**

The best aspects of the course include the opportunity to work on assignments with practical applications, the opportunities to work on novel topics, and the knowledgeable professor who provides effective guidance to students. Many students did not derive much value from the peer presentations. Some students found the amount of concepts covered in the course to be a challenge. Suggestions for improvement include limiting student presentations to ten minutes in order to give the professor more time to present lectures, and lessening the amount of variation included in the work load in order to dedicate more time to exploring theory. Prospective students should know that the class is application oriented. They should be prepared to allocate time to completing assignments outside of class.

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

Overall quality of the class: 3.75

This class has 5 or fewer comments.

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**EN.650.655.01****Implementing Effective Information Security Projects****Michael Kociemba**

Overall quality of the class: 4.16

**Summary:**

The best aspects of the course include the unconventional instructor who challenges his students to think outside the box when applying the technical aspects of information security. Some students found the extensive amount of required reading and writing to be a challenge. Suggestions for improvement include making essay assignments shorter and providing support/ structure for weekly study groups that would focus on exploring homework assignments and weekly readings. Prospective students should be prepared to engage in critical thinking and writing in the field of Information Security.

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**EN.650.736.01****Information Security Projects****Anton Dahbura, Xiangyang Li**

Overall quality of the class: 4.18

Summary:

The best aspects of the course included the opportunity to interact and network with industry professionals, and the insight it provided regarding the big picture of what is happening in the field. Many students agreed that it was challenging to network, almost exclusively, with companies that do not offer internships to international students. Suggestion for improvement includes introducing students to industry personnel who offer internships and/or sponsor work visas for a diverse population of emerging professionals. Prospective students should know that the course is very light, attendance important, and no assumed background is needed.

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**EN.650.458.01**

**Introduction to Cryptography**

**Xiangyang Li**

Overall quality of the class: 3.63

This class has 5 or fewer comments.

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**EN.650.401.01**

**Introduction to Information Security**

**Xiangyang Li**

Overall quality of the class: 3.78

Summary:

The best aspects of the course included the interesting subject material and the biweekly quizzes which were given in place of a classical examination. Many students agreed that the lecture presentations were not engaging. Some students found that the professor did not provide feedback on assignments in a timely manner. Suggestions for improvement included making class sessions more interactive and providing feedback on student assignments sooner. Prospective students should be interested in the policy side of Information Security. They should be prepared to both, review online lectures and allocate time to the development of the final project.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
INTERDEPARTMENTAL DEPARTMENT**

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

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

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**AS.360.117.01**

**Special Opportunities in Undergraduate Learning: Intro to High Performance Computing  
Andre Botelho**

Overall quality of the class: 3.30

Summary:

The best aspects of the course included the availability of the professor, the direct applicability of materials, and the relaxed learning environment. Many students found the professor’s conventional lecture style, and the diverse level of understanding among peers to be a challenge. Suggestions for improvement include the development of a rubric that would provide students with greater insight into writing expectations. Students agreed that the number of books to be read should be truncated in order to allow for more in depth analysis. Prospective students should have an understanding of and/or appreciation of computer science. They should be prepared to allocate time to understand readings outside of class.

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**AS.360.133.01**

**Freshman Seminar: Great Books at Hopkins  
Elizabeth Patton**

Overall quality of the class: 3.90

Summary:

The best aspects of the course included the inclusion of a wide variety of literature and intimate opportunities for critical thinking and informed peer discussion. Many students found the extensive reading requirements to be a challenge. Some students had trouble keeping up with the fast pace reading and responsive writing format of the course. Suggestions for improvement include the development of a grading rubric that would provide greater insight concerning writing expectations. Students agreed that the number of books to be explored should be minimized in order to allow for

more in depth analysis and retention. Prospective students should be prepared to quickly engage with an expansive array of classical literature.

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**AS.360.133.02**

**Freshman Seminar: Great Books at Hopkins**

**Sharon Achinstein**

Overall quality of the class: 4.00

Summary:

The best aspects of the course included the helpful writing feedback from professors and the wide variety of required literature. Some students had trouble with the big lecture style approach to literary evaluation, and many students found the extensive reading requirements to be excessive. Suggestions for improvement include limiting the amount of assigned books. Some students felt that class discussions should be reformatted in order to include more conversational explorations. Prospective students should be prepared to quickly read and effectively analyze a wide range of literature.

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**AS.360.133.04**

**Freshman Seminar: Great Books at Hopkins**

**Elena Russo**

Overall quality of the class: 3.82

Summary:

The best aspects of the course include the interesting reading list, helpful writing feedback, and the rousing intellectual debates between professors. Many students agreed that the extensive reading requirements were a challenge. Suggestions for improvement include the development of a grading rubric that would provide greater insight regarding writing expectations. Students agreed that the number of books to be explored should be abbreviated in order to allow for more in depth analysis. Prospective students should be interested in expanding their comprehensive reading and writing skills. They should be prepared to allocate out-of-class time to the reading and writing process.

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**AS.360.133.05**

**Freshman Seminar: Great Books at Hopkins**

**Walter Stephens**

Overall quality of the class: 4.09

Summary:

The best aspects of the course include interesting small group discussions, lectures taught by knowledgeable and charismatic professors. Many students agreed that the extensive reading requirements were a challenge. Suggestions for improvement include the development of a grading rubric that would provide greater insight regarding writing expectations. Students agreed that the

number of books to be explored should be abbreviated in order to allow for more in depth analysis. Prospective students should be prepared to keep up with a fast passed reading schedule.

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**AS.360.147.01**

**Freshman Seminar: Adam Smith and Karl Marx**  
**Peter Jelavich, Erica Schoenberger**

Overall quality of the class: 4.14

Summary:

The best aspects of the course are the engaging class discussions led by knowledgeable professors. Many students found the quantity of reading and writing requirements to be especially challenging. Suggestions for improvement include minimizing the volume of required reading assignments, and distributing class time between two days each week. Prospective students should be prepared to keep up with in depth reading assignments at a fast pace.

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**AS.360.247.01**

**Introduction to Social Policy: Baltimore and Beyond**  
**Kathryn Edin, Barbra Morgan, Daniel Schlozman**

Overall quality of the class: 3.95

Summary:

The best aspects of the course are the interesting readings and guidance from instructors who are both well-informed and passionate. Many students found the quantity of reading to be especially challenging, and that the grading of process to be unclear. Suggestions for improvement include: minimizing the volume of required reading assignments, implementing a more cohesive grading system, and diversifying the exploration of relevant sociopolitical ideologies. Prospective students should be interested in social policy, and be prepared to both explore and respond to reading concerning the politics of place outside of class.

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**AS.360.400.01**

**Social Policy Senior Seminar**  
**Andrew Cherlin**

Overall quality of the class: 4.83

Summary:

The best aspects of the course are the interesting readings which allow for transformative class room dialogue, and engaging lectures by a professor who pushes you to think outside the box concerning the most pressing social issues in America. Some students found the flexible structure of the course to be difficult to navigate. Suggestions for improvement include more guest speakers and increased structure

as it relates to reading assignments and final projects. Prospective students should be interested in social policy, and be prepared to do the readings in order to participate in meaning discussions.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
MATERIALS SCIENCE AND ENGINEERING DEPARTMENT**

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

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

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**EN.510.403.01  
Materials Characterization  
Patricia Mcguiggan**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included the final project and field trip to Homewood House, the hands-on experience provided, and its interdisciplinary qualities. Some students felt that there was too much content covered, making some of the subject matter seem like it was being glossed over, and making some of the lectures feel tedious. Students also felt that they weren't provided enough time to collect data for the final project. Suggestions for improvement included starting the final project earlier in the semester, and adding more application-based or group work. Prospective students are advised that a lot of information is covered in the course, and basic knowledge of materials science is required.

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**EN.510.409.01  
Melting, Smelting, Refining and Casting  
Todd Hufnagel**

Overall quality of the class: 3.38

Summary:

The best aspect of this course was the labs in which students had the opportunity to work with metal. Some students felt that the course suffered from poor organization, including an erratic workload, and a lack of direction and feedback. Suggestions for improvement included a more organized course plan with rigid guidelines and expectations. Prospective students are advised that they should be careful not to let work pile up by the end of the semester.

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**EN.510.426.01**

**Biomolecular Materials I – Soluble Proteins and Amphiphiles**  
**Margarita Herrera-Alonso, Kalina Hristova**

Overall quality of the class: 3.94

Summary:

The best aspects of this course included the in-depth classroom discussions and student presentations, and the interesting material covered. While some students felt that the student presentations were among the best parts of the course, a few felt that too much time was consumed by them. Students also felt that the basis for grading was unclear. Suggestions for improvement included condensing the student presentations, and better organization of the lectures. Prospective students are advised that they should read the scientific journals assigned by the class carefully, and come to the class having brushed up on their biochemistry.

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**EN.510.428.01**  
**Material Science Laboratory I**  
**Orla Wilson**

Overall quality of the class: 4.46

Summary:

The best aspects of this course included the interactive hands-on learning environment, entertaining labs, and a classroom atmosphere that allowed for open discussion. Some students felt that the labs were sometimes overlong, and that the lab report could be very time consuming. A few students also felt that the requirement for lab reports were sometimes unclear. Suggestions for improvement included decreasing the number of labs. Prospective students are advised to start their lab reports as early as possible as they can be quite time consuming.

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**EN.510.433.01**  
**Senior Design Research**  
**Orla Wilson**

Overall quality of the class: 4.60

Summary:

The best aspects of this course included the opportunity to work on their own research, gaining lab experience, and learning to write proposals. Some students felt that the mandatory seminars weren't relevant to their interests. Suggestions for improvement included selecting better departmental seminars, and more clearly defined project goals. Prospective students should be advised that it is helpful to set goals for their research at the beginning of the semester.

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**EN.510.442.01**  
**Nanomaterials Lab**  
**Jonah Erlebacher, En Ma, Patricia Mcguiggan, Orla Wilson**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

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**EN.510.445.01**

**MSE Design Team II**

**Hai-Quan Mao, Peter Searson, Orla Wilson**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**EN.510.459.01**

**Physics & Properties of Low-Dimensional Nanomaterials**

**Theodore Poehler**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

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**EN.510.601.01**

**Structure of Materials**

**Todd Hufnagel**

Overall quality of the class: 3.67

Summary:

The best aspects of the course included the practicality of the material taught, and helpful homework assignments. This course had its professor replaced towards the end of the semester and many of the class' students felt that the switch made the class considerably more difficult. A few students felt that the transition between instructors could have been handled more smoothly. Suggestions for improvement included more consistent instruction, including more student interaction and class exercises. Prospective students are advised that they should have a prior knowledge of material science, and to prepare to study a lot.

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**EN.510.602.01**

**Thermodynamics of Materials**

**Michael Falk**

Overall quality of the class: 4.46

Summary:

The best aspect of this course was an interactive classroom that focused on working as a group and in-class activities that were effective in conveying a deep understanding of the subject matter. Some students felt that the video lectures and homework were overly difficult and time consuming. Suggestions for improvement included assigning students new groups every so often, and assigning easier preliminary homework before the more difficult assignments when introducing new concepts. Prospective students are advised that they shouldn't miss class or homework, and to attend office hours when they have questions.

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**EN.510.605.01**  
**Electrical, Optical and Magnetic Properties of Materials**  
**James Spicer**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**EN.510.611.01**  
**Solid State Physics**  
**Theodore Poehler**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

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**EN.510.643.01**  
**Chemistry and Physics Polymers**  
**Howard Katz**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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**EN.510.659.01**  
**Physics & Properties of Low-Dimensional Nanomaterials**  
**Theodore Poehler**

Overall quality of the class: 3.67

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.110.106.01-10**

**Calculus I**

**David Savitt**

Overall quality of the class: 3.17

Summary:

The best aspects of the course included the instructor who was both helpful and enthusiastic, the informative lectures, and the straightforward tests. Many students had trouble making connections between homework assignments and class lectures. Some students found navigating materials presented in the textbook to be a challenge. Suggestions for improvement include minimizing the amount of homework, providing students with more examples to work through in class, providing more in-depth explanations of homework assignments, and changing the textbook. Prospective students should know that having some background understanding of calculus will be helpful in this course. They should be prepared to allocate time to completing and reviewing homework in order to effectively reinforce concepts on a regular basis.

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**AS.110.107.01-03**

**Calculus II**

**W Stephen Wilson**

Overall quality of the class: 2.87

Summary:

The best aspects of the course included the professor who is a genius and very funny, the supportive teaching assistants, and the weekly quizzes which served to reinforce student understanding. Many students had trouble making connections between homework assignments and class lectures; some did not receive much value from the professor’s presentations. Suggestions for improvement include developing more opportunities for in class engagement, moving slower through materials, and presenting more practical examples in class. Prospective students should know that this is a fast paced

course. They should be prepared to allocate time to completing and reviewing homework in order to effectively reinforce concepts on a regular basis.

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**AS.110.108.01-05**

**Calculus I**

**Jacob Bernstein**

Overall quality of the class: 3.25

Summary:

The best aspects of the course included the supportive teaching assistants, the challenge being able to fully comprehend complex topics, and the practice exams which illuminate your strengths and areas for improvement. Many students had trouble making connections between homework assignments and class lectures; some did not receive much value from the professor's presentations, and others found the work load to be too dense. Suggestions for improvement include developing opportunities for in class interactions between students and the instructor, and introducing a variety of teaching methods to the class format. Prospective students should know that this is a fast paced course. They should be prepared to make use of the instructor's office hours, and be able to allocate time to completing homework outside of class.

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**AS.110.109.01-02; 04-09**

**Calculus II**

**Jesus Martinez Garcia**

Overall quality of the class: 3.09

Summary:

The best aspects of the course included the professor's step by step break down of how to go about problems, the Teaching Assist Sessions, and the wealth of practice opportunities. Many students found class lectures to be ineffective and did not receive much value from class engagements. Suggestions for improvement include reshaping the class format to include more opportunities for student engagement, and providing structured outlines for exam preparation. Prospective students should have an understanding of calculus. They know that this is a fast paced course. They should be prepared to take notes during lectures and allocate time to understanding readings outside of class.

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**AS.110.113.01**

**Honors Single Variable Calculus**

**Nitya Kitchloo, Jordan Paschke**

Overall quality of the class:

Summary:

The best aspects of the course the value place on effective student integration, the intellectually stimulating concepts explored in an "Inquiry-based learning" environment, and the opportunity to work

on proof skills. Many students found the lack of class structure to be a challenge as it resulted in the student's inability to cover certain key topics. Suggestions for improvement include developing a calendar which describes what topics should be covered by what date, incorporating more formal lectures into the class schedule, and centering the course study on calculus principles, yet remaining proof-based. Prospective students should be interested in mathematical theory. They should have a strong background in calculus, and be prepared to explore and make meaning of the foundations of calculus.

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**AS.110.201.01-05**  
**Linear Algebra**  
**Giovanni Di Matteo**

Overall quality of the class: 3.59

Summary:

The best aspects of this course included the intellectually stimulating and challenging course material, straight-forward homework assignments, and lecture notes and solutions being posted online. Some students felt that the course moved at too slow a pace at the beginning and then seemed rushed towards the end. Students also felt that they weren't well enough prepared for the midterm, citing harsh grading, no practice exams, and that it didn't reflect what was in the classwork or homework. Suggestions for improvement included practicing more problems in class rather than focusing on proofs, giving students access to previous year's exams, and pacing out the course more consistently. Prospective students are advised that while the class may seem easy at first, the material quickly accumulates.

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**AS.110.202.01-11**  
**Calculus III**  
**Jiuyi Zhu**

Overall quality of the class: 3.31

Summary:

The best aspects of this course included the well-organized lecture notes that were posted online, weekly homework assignment that helped students keep up with the ideas learned in class, and the challenging coursework. Some students felt that the textbook wasn't appropriate for the course material, and that the homework assignments were sometimes overwhelming. Suggestions for improvement included giving the course more structure in terms of pacing, time management, and lesson plans. Students also suggested switching to a more appropriate textbook, clearer lectures, and lightening the amount of homework assigned. Prospective students are advised that the course is challenging, and they will have weekly homework assignments that can be very time consuming.

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**AS.110.211.01**  
**Honors Multivariable Calculus**  
**Vamsi Pingali**

Overall quality of the class: 4.31

Summary:

The best aspects of this course included the intellectual challenge of the abstract subject matter, an engaging professor who excelled at explaining the concepts through lecture, and a small class that allowed for individual attention. Some students felt that the instruction at the end of the semester seemed rushed, and there wasn't enough example problems for the amount of material that was covered. A few students also felt that the homework was overly time consuming. Suggestions for improvement included making the TA section focus on solving example problems rather than reviewing lecture, and better pacing when it comes to some of the more abstract concepts. Prospective students are advised that doing practice problems outside of class is imperative to succeeding in this class.

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**AS.110.212.01**  
**Honors Linear Algebra**  
**Steven Zucker**

Overall quality of the class: 2.73

Summary:

The best aspects of this course included the exam reviews, the opportunity to practice writing proofs, and its focus on the theoretical aspects of the mathematics. Some students felt that the workload was unnecessarily heavy, and homework assignments were too long for them to give any real attention to any one problem. A few students also felt that the homework was assigned far too late in the week to be due on Monday, and that the instructor's speech was sometimes unclear. Suggestions for improvement included better communication between the students and instructor, and between the instructor and the TA's. Students also suggested that the instructor should work more example problems in class, and assign homework earlier in the week. Prospective students are advised that the course has a very heavy workload, and that they should create study groups early on in the semester.

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

Overall quality of the class: 4.30

Summary:

The best aspects of this course included clear and engaging lectures by an approachable instructor, the manageable workload, and interesting material that is applicable to real-world situations. Some students felt that the homework and lectures were sometimes too theoretical, and that the homework could be overly time consuming. Suggestions for improvement included going over more example problems in class, more clicker questions to make the lectures more interactive, and posting solutions to past homework assignments. Students also suggested giving them access to past tests to help them review for midterms and the final, and shortening the homework assignments. Prospective students are

advised that work in class is mainly theoretical while the exams are mostly problem-based, and a background in linear algebra is helpful.

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

Overall quality of the class: 4.11

Summary:

The best aspects of this course included the direct teaching style of the instructor, and their availability during office hours. Some students felt that the large amount of material covered caused the class to sometimes move at too quickly, making some of the lectures unclear. Suggestions for improvement included adding more practice problems and in-class examples instead of just focusing on proofs. Prospective students are advised that while the material is challenging and doing additional problems from the textbook is very helpful.

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**AS.110.306.01**  
**Honors Differential Equations**  
**Jesse Gell-redman**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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**AS.110.311.01**  
**Methods of Complex Analysis**  
**Yi Wang**

Overall quality of the class: 3.92

Summary:

The best aspects of this course included interesting and useful subject matter, and well-organized lectures that balanced theory with applications of the material. Some students felt that the PowerPoint slides used during lecture weren't the best way to convey the material. A few students also felt that the grading was sometimes unclear or overly harsh. Suggestions for improvement included providing better feedback on homework assignments, and using the blackboard in class instead of slides. Prospective students are advised that knowledge of upper-level calculus is helpful.

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**AS.110.328.01**  
**Non-Euclidean Geometry**  
**Mona Merling**

Overall quality of the class: 4.67

Summary:

The best aspects of this course included the collaborative process of the class' inquiry-based learning style, interesting course material, and a manageable workload. Some students felt that the IBL style took them a little to become accustomed to, and that the class could have covered more material.

Suggestions for improvement included focusing more on proof-based math, and giving students an introduction to the IBL style. Prospective students are advised that while they don't need an extensive math background, and that they will ultimately be the ones who direct what they learn in class.

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**AS.110.401.01**  
**Advanced Algebra I**  
**Mona Merling**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included intellectually challenging course material, well-organized lectures, and homework that was useful and enlightening. Some students felt that the pace of the course was too slow at the beginning of the course, and much too fast at the end when some of the most challenging material was being covered. A few students also felt that the class period and lectures were too long. Suggestions for improvement included moving faster in the beginning so that more time can be spent on the more challenging material later. Students also suggested making the classes more interactive, or shortening the lectures. Prospective students are advised that they will need a background in discrete math before taking this class.

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**AS.110.405.01**  
**Introduction to Real Analysis**  
**Christopher Sogge**

Overall quality of the class: 4.24

Summary:

The best aspects of this course included interest material, and an engaging instructor who was able to give intuitive analysis of the topics covered. Some students felt that the course material was covered too slowly at times, and that the course wasn't as intellectually stimulating or challenging enough.

Suggestions for improvement included moving faster at the beginning of the course, and making the homework assignments more challenging. Prospective students are advised that they should be comfortable with proofs before taking this class.

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**AS.110.415.01**  
**Honors Analysis I**  
**Joel Spruck**

Overall quality of the class: 5.00

Summary:

The best aspects of this course included interesting and rigorous course content, and an engaging professor. Some students felt that homework assignments lagged behind the lectures that taught the concepts, and there wasn't enough feedback given on their homework assignments. Suggestions for improvement included offering more feedback, and better timing the home to coincide with the lectures. Prospective students are advised that the readings are slow going, and that they should be comfortable writing proofs.

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**AS.110.601.01**

**Algebra**

**Chikako Mese, Vyacheslav Shokurov**

Overall quality of the class: 3.50

This class had 5 or fewer comments.

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**AS.110.605.01**

**Real Variables**

**Chikako Mese**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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**AS.110.619.01**

**Lie Groups and Lie Algebras**

**Chikako Mese, Jack Morava**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.530.101.01  
Freshman Experiences in Mech. Eng.  
Steven Marra**

Overall quality of the class: 4.10

**Summary:**

The best aspects of this course included the wide variety of topics covered, an introduction to MATLAB programming, and guest speakers who shared their experiences in the field. While a lot of students appreciated the variety of topics covered, some students felt that this variety sacrificed depth in any one topic. Students also felt that they didn't receive enough feedback on their homework, and that the grading of free-body diagrams was overly harsh. Suggestions for improvement included giving more practice assignments involving MATLAB, and assigning less homework overall. Prospective students are advised that this is an excellent introductory course, but that becoming familiar with programming code before taking the class will benefit them.

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**EN.530.103.01  
Introduction to Mechanics I  
John Thomas**

Overall quality of the class: 4.72

**Summary:**

The best aspects of this course included the engaging lectures given by an enthusiastic instructor, and the subject matter that went beyond what was in the textbook to give an in-depth look at the physics involved in mechanical engineering. Some students felt that the material taught seemed to assume a background in physics that not all students had, and was sometimes too theoretical. A few students also felt that the course moved too rapidly, and that it was hard to predict what material would show up on exams. Suggestions for improvement included using Blackboard to post lecture notes and feedback, and

more in-class example problems. Prospective students are advised that a background in AP Physics helps greatly.

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**EN.530.105.01-02; 05**  
**Mechanical Engineering Freshman Laboratory I**  
**Steven Marra**

Overall quality of the class: 3.96

Summary:

The best aspect of this course was the opportunity to apply concepts learned in previous courses to hands-on lab experiments. Students also appreciated the lack of formal lab reports. Some students felt that some of the labs were repetitive, and that coursework lacked variety. A few students wished they'd had more time to work on the design project. Suggestions for improvement included more detailed lab instructions, and being able to start the final design project earlier in the semester. Prospective students are advised that they should definitely complete the MATLAB review before class starts for the semester, and that getting to know their classmates can prove helpful.

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**EN.530.201.01-06**  
**Statics and Mechanics of Materials**  
**Rachel Sangree**

Overall quality of the class: 4.02

Summary:

The best aspects of this course included the extremely well-organized lectures, labs that worked to further understanding of the topics covered, and an approachable instructor. Some students felt that the lab instructions were unclear, and that the textbook was unhelpful. A few students also found the grading system to be somewhat uneven. Suggestions for improvement included having additional problem sets to review for the exams, and receiving more feedback on homework and exams. Prospective students are advised that the course material is straightforward, but that they should take note of the grading structure.

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**EN.530.231.01**  
**Mechanical Engineering Thermodynamics**  
**Joseph Katz**

Overall quality of the class: 3.60

Summary:

The best aspects of this course included the interesting course material, and the instructor who was able to connect the theories taught to real-world applications. Some students felt that the exams were graded harshly, and that the workload was extremely time consuming. Students also felt that not receiving a syllabus at the beginning of the semester made for confusion regarding the grading system.

Suggestions for improvement included posting a syllabus, and having more tests in order to distribute the grades more fairly. Prospective students are advised that this is an extremely difficult course, but that it is ultimately rewarding.

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**EN.530.232.01**

**Mechanical Engineering Thermodynamics Laboratory**

**Steven Marra**

Overall quality of the class: 3.68

Summary:

The best aspects of this course included effective lab exercises, learning how to write formal lab reports, and an engaging and informative instructor. Some students felt that the lab reports were graded harshly, and were too time consuming for a one credit course. Suggestions for improvement included focusing less on the formatting of the lab reports, and generally shortening the amount work required for the lab reports. Students also suggested getting new lab equipment, noting that they experienced errors when working on the labs. Prospective students are advised to manage their time carefully, as the labs and reports can be incredibly time consuming.

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**EN.530.327.01**

**Introduction to Fluid Mechanics**

**Dennice Gayme**

Overall quality of the class: 3.24

Summary:

The best aspect of this course was the interesting subject matter that students felt was valuable to their future studies. Students also found the intellectual rigor of the course to be very engaging. Some students felt that the professor was unapproachable, and that they didn't feel comfortable asking questions during lecture. Students also felt that the grading scale was unclear, and that they sometimes didn't know why they were losing points on their homework assignments. Suggestions for improvement included having their midterms returned with solutions so that they could learn from their mistakes, and a more open and relaxed classroom environment. Prospective students are advised that this is a rather theoretical, math-heavy course, and that they should be prepared to study their textbook.

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**EN.530.329.01**

**Introduction to Fluid Mechanics Laboratory**

**Steven Marra**

Overall quality of the class: 4.05

Summary:

The best aspect of this course was the labs that gave students an opportunity for hands-on application of theories learned in Intro to Fluid Mechanics. Students also appreciated having a flexible lab schedule,

and learning to write formal lab reports. Some students felt that the labs could have been better timed in order to line up with the material being taught in class, and that the lab reports were harshly graded. Suggestions for improvement included making sure that the lab assignments are more directly aligned with what is being taught in class, and multiple trials during lab to make up for equipment that is sometimes faulty. Prospective students are advised that good time-management skills are required to be successful, and that they should be sure to start their lab reports early.

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**EN.530.352.01**  
**Materials Selection**  
**Kevin Hemker**

Overall quality of the class: 3.73

Summary:

The best aspects of this course included the interesting subject matter and labs which served to give students hands-on experience that was applicable to their future engineering careers. Some students felt that the "look-ahead" homework assignments were not helpful to them. A few students also felt that the PowerPoint slides during lectures were raced through too quickly, and that the exams focused too heavily on memorization. Suggestions for improvement included having homework that was more in keeping with the exams, and making the lectures clearer by focusing on the fundamentals of the topics. Prospective students are advised that they should have a decent understanding of what was learned in Mechanics Based Design, and to be prepared to study.

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**EN.530.354.01**  
**Manufacturing Engineering**  
**Yury Ronzhes**

Overall quality of the class: 3.53

Summary:

The best aspects of this course included the relevant content, hands-on labs, and the GM field trip, all of which served to provide students a useful mix of both the theoretical and practical. Some students felt that the lectures weren't very helpful, and that expectations for the labs was sometimes inconsistent across documents. Suggestions for improvement included reworking lab handouts for clarity, and providing a better outline in the syllabus. A few students also thought that the lectures could use better structure in order to make them easier to follow. Prospective students are advised that this a very applicable course for mechanical engineers, and that they should pay careful attention to the course schedule.

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**EN.530.371.01**  
**Quantitative Applications in Mechanical Engineering**  
**David Kraemer**

Overall quality of the class: 4.43

Summary:

The best aspects of this course included the material which provided a focus on real-world applications of the mathematics taught in other engineering courses, and the use of MATLAB to solve real problems. Some students felt that the length of time it took to get graded homework back made it hard for them to know how they were doing in the class. Suggestions for improvement included having their homework graded and returned in a timelier manner, and adding a better textbook. Prospective students are advised that some experience with MATLAB coding is helpful.

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**EN.530.403.01-02; 05-13; 16**  
**MechE Senior Design Project I**  
**Nathan Scott**

Overall quality of the class: 3.74

Summary:

The best aspects of this course included the opportunity to gain actual hands-on experience working, being able to work at one's own pace, and applying skills learned over the course of their college education to a single project. Some students felt that there wasn't enough feedback, and that the bi-weekly presentations took up time they would have rather spent working. Suggestions for improvement included using a different method to select teams and projects ensuring that students would be interested in the project they were assigned. Students also wanted more feedback, and wished that the feedback could be more constructive. Prospective students are advised that this course is a huge time commitment, and in order to succeed they should be prepared to sell themselves.

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**EN.530.414.01-04**  
**Computer-Aided Design**  
**Dan Stoianovici**

Overall quality of the class: 4.32

Summary:

The best aspects of this course included the valuable content that was taught, and learning computer-aided design software. Some students felt that the workload, especially the homework assignments, were far too time consuming, and that the professor would sometimes speak too fast. Suggestions for improvement included having a final project rather than a final exam, and more clarity in assignment requirements and the grading system. Students also suggested having shorter homework assignments, and faster turn-around in getting the homework back. Prospective students are advised that they will need to practice good time-management in order to complete homework assignments, but while sometimes frustrating the course has enormous value.

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**EN.530.418.01**  
**Aerospace Structures & Materials**  
**Thomas Dragone**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the optional lab which allowed students to work with carbon fiber, the practical and applicable subject matter, and engaging lectures. Some students felt that the online video lectures were ineffective, and homework was frequently not returned. Suggestions for improvement included having the lecture slides posted with the video lectures, and adding an additional class per week or increasing the duration of the one class per week. Prospective students are advised that the online lectures are not very engaging, but watching them is necessary.

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**EN.530.420.01-08**

**Robot Sensors/Actuators**

**David Kraemer**

Overall quality of the class: 4.40

Summary:

The best aspects of this course included the hands-on labs, a good balance of both theory and application taught, and engaging lectures. Some students felt that they would have benefited if the lab reports were returned graded in a timelier manner. A few students also encountered faulty equipment in the lab that made completing the labs much more time consuming. Suggestions for improvement included faster feedback on their work so they know where they stand in terms of grades, and posting the lab instructions earlier so that students have time to prepare. Prospective students are advised that having a knowledge of basic programming is helpful, and that the textbook isn't necessary.

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**EN.530.425.01**

**Mechanics of Flight**

**Kerri Phillips**

Overall quality of the class: 4.58

Summary:

The best aspects of this course included the interactive discussions, engaging lectures, and a professor who integrated a wealth of real world experience into the course. Some students felt that the textbook contained too many inaccuracies and was generally unhelpful. A few students thought that the course could have been more detailed and challenging. Suggestions for improvement included an updated textbook, and covering more topics. Prospective students are advised that this course provides a good introduction to flight mechanics, and that they should take good notes since the textbook can be unreliable.

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**EN.530.426.01**

**Biofluid Mechanics**

**Rajat Mittal**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included interesting subject matter, and knowledgeable instructor. Some students felt not having a textbook made it more difficult to follow along, and here was little feedback on their work. A few students felt that the homework was overly time consuming. Suggestions for improvement included having a course text book, and practice problems that resemble the exams. Prospective students are advised that they will need an basic to good understanding of fluid mechanics in order to succeed in this course.

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**EN.530.430.01**

**Applied Finite Element Analysis**

**Nitin Daphalapurker**

Overall quality of the class: 3.86

This class had 5 or fewer comments.

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**EN.530.445.01**

**Introduction to Biomechanics**

**Stephen Belkoff**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the interesting subject matter, a knowledgeable professor with a knack for engaging students with his lectures, and the final project. Some students found the PowerPoint slides to be hard to follow and poorly organized, and the class sometimes felt unfocused. A few students also felt that some of the homework to be confusing. Suggestions for improvement included having a better course textbook, making class attendance mandatory so that the course is more interactive, and making the homework more relevant to what is being discussed in class. Prospective students are highly recommended this course regardless of their focus, but are advised that a basic understanding of mechanics is assumed.

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**EN.530.473.01**

**Molecular Spectroscopy and Imaging**

**Ishan Barman**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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**EN.530.485.01**  
**Physics and Feedback in Living Systems**  
**Noah Cowan**

Overall quality of the class: 4.30

Summary:

The best aspects of this course included the opportunity to analyze real application papers, and the intellectual challenge of the subject matter. Some students felt that the beginning of the course moved very fast and the amount of material was overwhelming. Suggestions for improvement included a slower pace, and a more detailed syllabus. Prospective students are advised that this is not an easy class, and that there are several implied prerequisites including linear algebra.

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**EN.530.603.01**  
**Applied Optimal Control**  
**Marin Kobilarov**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**EN.530.605.01**  
**Mechanics of Solids and Materials**  
**Jaafar El-Awady**

Overall quality of the class: 4.55

Summary:

The best aspect of this course was its clearly presented and organized subject matter that the students found useful and challenging. Some students felt that homework could have been returned more timely, and that feedback from the instructor was lacking. Suggestions for improvement included providing more feedback on the homework, and doing more example problems in class. Prospective students are advised that they will be expected to do a lot of work on their own.

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**EN.530.610.01**  
**Statistical Mechanics in Biological Systems**  
**Sean Sun**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**EN.530.621.01**

**Fluid Dynamics I**  
**Andrea Prosperetti**

Overall quality of the class: 3.83

This class had 5 or fewer comments.

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**EN.530.624.01**  
**Dynamics of Robots and Spacecraft (Graduate)**  
**Gregory Chirikjian**

Overall quality of the class: 4.70

Summary:

The best aspects of this course included an instructor who easily conveyed the subject matter clearly, and the homework which helped students apply what they had been learning in class. There were very few comments regarding things that were wrong with the course, but some students felt it would be helpful if they had a textbook. Suggestions for improvement included posting course material online, and doing more exercises in class. Prospective students are advised that some MATLAB is used during the course, and that it requires a strong background in mathematics.

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**EN.530.625.01**  
**Turbulence**  
**Charles Meneveau**

Overall quality of the class: 4.55

This class had 5 or fewer comments.

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**EN.530.630.01**  
**Applied Finite Element Analysis**  
**Nitin Daphalapurkar**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included the subject matter which students found to be useful and applicable, and the introduction to ABAQUS software. Some students felt that there wasn't enough time spent learning ABAQUS, and that some of the lectures felt unprepared. Suggestions for improvement included spending more time learning ABAQUS. Prospective students are advised the instructor is approachable if they are having trouble with the material, and that a basic background in mechanics is all that is needed to succeed.

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**EN.530.633.01****Mechanics of the Biological Systems and Biophysical Methodologies****Yun Chen**

Overall quality of the class: 4.25

**Summary:**

The best aspects of this course included the variety of topics covered, engaging lectures, and class discussions that encouraged independent thinking. Some students felt that the class was poorly organized, and that the purpose of individual lessons was sometimes not apparent in the greater context of the course. Suggestions for improvement included better connecting all the topics covered, and making it more challenging. Prospective students are advised that a background in chemistry is helpful, and that the course has a very creative structure.

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**EN.530.637.01****Energy and the Environment****Cila Herman**

Overall quality of the class: 4.36

**Summary:**

The best aspects of this course included the variety of renewable and conventional energy technologies covered, and a manageable workload. Some students felt that the lectures were not very engaging especially when they relied too much on PowerPoint slides. Suggestions for improvement included making the lectures more interactive, and including an additional homework assignment to better prepare students for the final project. Prospective students are advised that a background knowledge of thermodynamics is helpful, and to be prepared to discuss and ask questions in class.

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**EN.530.642.01****Plasticity****Stefanos Papnikolaou**

Overall quality of the class: 3.89

This class had 5 or fewer comments.

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**EN.530.646.01****Robot Devices, Kinematics, Dynamics, and Control****Noah Cowan**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this course included the labs and final project that gave students the opportunity to interact with a robot, and the applicable material picked up over the semester. Some students felt that the problems sets that the instructor assigned were disorganized and had significant problems that made the assignments harder to complete. A few students also felt that the overall workload was too heavy. Suggestions for improvement included better organization and planning of homework assignments. Prospective students are advised that debugging labs can take a lot longer than they might think, and that the course has a heavy workload.

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**EN.530.661.01**

**Applied Mathematics for Engineering**

**Markus Hilpert**

Overall quality of the class: 4.10

Summary:

The best aspects of this course included the useful material which provided students with a good review of undergraduate engineering mathematics, and an effective instructor. Some students thought that the class' structure made the pacing feel a little off, with them spending more time on easier concepts at the beginning, and then feeling rushed towards the end when things got more difficult. Other students felt that the course was too basic for the graduate level, and that too much time was spent on reviewing concepts. Suggestions for improvement included spending more time on the second part of the course, in particular partial differential equations. Students also thought that more examples taught in-class during lecture would help to improve the course. Prospective students are advised that the course provides a good overview of its subject material, and that experience working with differential equations is helpful.

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**EN.530.730.01**

**Finite Element Methods**

**Somnath Ghosh**

Overall quality of the class: 4.25

This class had 5 or fewer comments.

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**EN.530.761.01**

**Mathematical Methods of Engineering I**

**Andrea Prosperetti**

Overall quality of the class: 3.46

Summary:

The best aspect of this course was the wide variety of topics covered, which for some provided a refresher, and for others gave them their first exposure to almost all the math methods commonly used in engineering. Some students felt that having multiple professors teach the class was distracting,

sometimes lacking in coherence, and made getting help during office hours difficult. Suggestions for improvement included reducing the number of instructors, and having more example problems solved in-class during lecture. Prospective students are advised that this course covers an enormous amount of content, and that if they are not already familiar a topic covered they will definitely need to become familiar with it before taking the course.

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**EN.530.766.01**  
**Numerical Methods**  
**Tamer Zaki**

Overall quality of the class: 4.63

This class had 5 or fewer comments.

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**EN.530.777.01**  
**Multiphase Flow**  
**Andrea Prosperetti**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.374.101.01-02  
Introduction to the Army and Critical Thinking, ROTC 101  
Russell Buckhalt, David Normand, Timothy O’Neil**

Overall quality of the class: 4.68

Summary:

The best aspects of this class include having the opportunity to discuss current events, having a teacher who engages students and presents the material in an interactive and interesting fashion, the interaction amongst students, and going into the woods for training exercises. The worst aspects include the length of the class, and the classroom location. To improve this class, having more interactive group projects would be extremely beneficial however, many students wouldn’t change anything. Prospective students should know that this class is a great, informative introduction to military life, and students don’t need background information to do well.

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**AS.374.110.01  
Basic Leadership Laboratory, ROTC 101  
Russell Buckhalt, David Normand, Timothy O’Neil**

Overall quality of the class: 4.71

Summary:

This class had five or fewer comments.

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

Overall quality of the class: 4.50

Summary:

The best aspects of this course include the really engaging in-class discussions, interesting material, and the manageable workload. Students felt that some of the material was redundant however, to improve this class, having more focus on military tactics and having more thorough explanations on some of the concepts would be helpful. Prospective students should know that you have to be an ROTC cadet to enroll and should be very motivated to learn and speak about leadership as it relates to the military.

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**AS.374.210.01**

**Basic Team Leadership**

**Rodney Graves, David Normand, Timothy O'Neil, Bart Sime**

Overall quality of the class: 5.00

Summary:

The best aspects of this course include the open class discussions, interesting subject matter, and learning how to become a better leader in the military. The worst aspects include outdated power points, redundant topics, and the time commitment required. To improve this class, learning about more tactics and domain knowledge material would be helpful. Prospective students should be prepared for a heavy military perspective but the learning environment is relaxed.

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**AS.374.301.01-02**

**Leadership and Tactical Theory I**

**David Normand, Bart Sime, David Yi**

Overall quality of the class: 4.56

Summary:

This class had five or fewer comments.

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**AS.374.310.01**

**Basic Tactical Leadership Lab**

**David Normand, Bart Sime, David Yi**

Overall quality of the class: 4.50

Summary:

The best aspects of this course include the hands on learning environment, informative labs, and engaging course material. The worst aspects include the time commitment required and in some instances, instructions were not always clear. To improve this class, having more guidance in learning roles and possibly opening the class to all students. Prospective students should know that this class is for ROTC students only.

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**AS.374.401.01****Adaptive Leadership****Rodney Graves, David Normand**

Overall quality of the class: 4.71

Summary:

This class had five or fewer comments.

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**AS.374.407.01****Being a Platoon Leader****Rodney Graves, Glen Stambone, Jeffrey Wood**

Overall quality of the class: 4.00

Summary:

The best aspects of the course include learning a lot of valuable information, such as, NCOER, awards, and maintenance, and the professor's ability to combine large amounts of information into the limited class session. The worst aspects include the class not being interactive enough, and the lack of practical applications. To improve this class, having more focus on effective leadership strategies, and making the class more discussion based would be helpful. Prospective students should know there is a lot of work involved in taking this course but the information is useful.

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**AS.374.410.01****Advanced Planning & Decision Making I****Rodney Graves, David Normand**

Overall quality of the class: 4.50

Summary:

This class had five or fewer comments.

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.389.107.01**

**Freshman Seminar: Technical Research on Archaeological Objects in the Johns Hopkins Archaeological Museum**

**Sanchita Balachandran**

Overall quality of the class: 4.55

Summary:

The best aspects of the class include having the opportunity to get hands on experience with group research and archaeological objects, the interactive nature of the material and the opportunity to explore new information, and the Tumblr and blog assignments. The worst aspects are the heavy reading assignments and lengthiness of the class. To improve this course students indicated that having independent research opportunities would be beneficial and having a break during the class session. Prospective students should know that the class requires outside meeting times and extended research. Also, this class is ideal for those with or without previous conservation experience.

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**AS.389.110.01**

**Freshman Seminar: All about Things**

**Elizabeth Rodini**

Overall quality of the class: 4.20

Summary:

This class had 5 or fewer comments

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**AS.389.201.01**

**Introduction to the Museum: Past and Present**

**Jennifer Kingsley**

Overall quality of the class: 4.18

Summary:

The best aspects of the class include the course content, the engaging and passionate professor, method of content delivery, trips to the museum, and the excellent overview of the history of museums. The worst aspects are the heavy reading load, unclear course expectations, and lack of classroom discussion. To improve this class, incorporating more opportunities to interact would be beneficial. Also, having more detailed power point slides would aid in understand the complex topics being discussed. Prospective students should expect a lot of reading and memorization prep for exams. In addition, this course covers all aspects of the museum and the grading is fair with plenty of feedback.

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**AS.389.261.01**

**Curating Homewood**

**Catherine Arthur**

Overall quality of the class: 4.31

Summary:

The best aspects of this class are the field trips, the interesting lectures, and having the opportunity to work hands on with the museum artifacts. The worst aspects are the long class times, and lack of clear expectations for students. To improve this class, smaller class size would be more effective for class discussions, and having clearer objectives. Prospective students should know that this class will aid in understanding museum curation. This is a great class to take and increase appreciation for objects and artifact typically taken for granted.

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**AS.389.321.01**

**GhostFood: Curatorial Practicum with the Contemporary**

**Deana Haggag**

Overall quality of the class: 4.56

Summary:

The hands on component and exposure to curating and executing a commissioned piece, as well as, working with a living artist are the best aspects of this class. In addition, stepping outside of the comfort zone and traveling through Baltimore communities while having serious conversations about practice, climate change and social issues were also beneficial aspects of this class. The worst aspects include the varied reading assignments, large commitment outside of the classroom, and having more time for discussions. To improve this class, students felt that they would benefit from having additional review and classroom discussion on the assigned readings, and having public forums to discuss student performances would enhance this class. Prospective students should set aside time outside of class to fulfill course requirements, be as open as possible to the experience of the class, and enjoy the fascinating insight into Baltimore and the art scene.

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**AS.389.353.01**

**Revolutions of the Book: Material Culture & the Transformation of Knowledge from Antiquity to the Renaissance**

**Earle Havens**

Overall quality of the class: 4.86

Summary:

The best aspects of this class are the field trips, the extensive knowledge the professor provides, the incredible instruction, field trips, and course material. The worst aspect would be trying to schedule trips outside of class instruction however, in the end, everything worked out. To improve this class, students would like more time for discussions on the course readings. Prospective students should know that this class is a lot of fun but be prepared for extensive preparation for the final paper and the expectation for participation during class discussions is high.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.376.111.01-03  
Rudiments of Music Theory and Musicianship  
John Crouch, Natalie Draper**

Overall quality of the class: 4.14

Summary:

The best aspects of this course included finding the material useful and interesting, while also being able to listen and dictate music. Students felt that the class is well organized and the instructors are knowledgeable, helpful, energetic, and engaging. On the other hand, some students indicated that there is a large amount of material to digest in a short period of time and although the course could be suitable for someone with no musical background, as the course progresses, some of the concepts can become challenging. Some suggestions for improvement include more emphasis on ear training, additional practice with musical composition, additional assignments to practice outside of the classroom, and a deeper review of basic concepts. Prospective students should know that previous music experience is not required but the material will get tougher as the course progresses, timely submission of homework is critical, and even if one isn't majoring in music, they will find the course fun and interesting.

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**AS.376.211.02  
Music Theory I  
Natalie Draper**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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**AS.376.212.01  
Music Theory II**

**Stephen Stone**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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

Overall quality of the class: 4.43

**Summary:**

Some students felt that the best aspects of this course included interesting and useful material, instructor was enthusiastic and fun, workload is adequate, and students had plenty of time to practice and receive feedback during classroom instruction. However, some students felt that the ear training portions of the course were difficult and a few were apprehensive about singing in front of the class initially but easily adjusted. Suggestions for improvement included incorporating more duets/group exercises into the curriculum and having additional material to practice ear training. Prospective students should have some prior knowledge or have been exposed to basic music theory concepts and be prepared to have a challenging, but fun, musical experience.

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**AS.376.242.01-03****Introduction to Popular Music****David Smooke, Michael Rickelton**

Overall quality of the class: 4.44

**Summary:**

The overall consensus is that this course contains interesting material and students are exposed to a variety of music in a fun and positive environment. Another great aspect of the course is that the structure of the course tied all of the subject matter together making the material easy to follow. On the other hand, some students felt that there was a lot of material to cover and could have benefited from a slower pace. To improve this class students felt that there should be more break-out sessions to review the material in small groups to promote free discussions. Prospective students should know that the course is a lot of work, particularly preparing for the listening quizzes, but the professors are great and the material is enjoyable!

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

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course include very interesting material that serve as a great introduction to the history of computer music, students had the opportunity to use DMC and create their own music and instruments while learning new and experimental techniques. However, some students felt that more relevant music programs should have been utilized as the bases of course instruction. To improve this class students indicated that modern beat sampling programs should be used and incorporating a section of the course on how to mix music as contemporary DJ's do. Overall, prospective students should expect a very relaxed learning environment and be prepared to keep up with the coursework.

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**AS.376.252.01**

**Jazz History**

**Ian Sims**

Overall quality of the class: 4.76

Summary:

Students noted that this course encompasses elements of jazz history, music, and culture in a very fun and interesting way. In addition, they felt that the workload was very manageable and the professor is fantastic in his ability to explain jazz in a way that is simple to understand, particularly for those who may have never been exposed to the genre. Students had a difficult time identifying anything that was poor about the course but would recommend that the lectures could be a bit more interactive and contained more visual aids. Students thinking about taking this course should know that it is fun and can expect to walk away with a new perspective on jazz as a genre of music.

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**AS.376.303.01**

**Musical Theater from Aristophanes to Leonard Bernstein**

**Susan Weiss**

Overall quality of the class: 4.95

Summary:

Students indicated that the best aspects of this course are the professor, guest lecturers, projects, classroom discussions, and appreciated the relaxed learning environment. On the other hand, some students indicated that the final project, the musical, could use more structure however, the students lack of leadership and responsibility contributed heavily to this shortcoming. To improve this class students felt that they needed more time to complete the final musical and could have benefited from a more engaging textbook. Prospective students interested in taking this class will not be disappointed and should know that prior knowledge is not necessary to enjoy all of the varying, and interesting, elements of this class!

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**AS.376.371.01**

**Topics in Music Cognition I**

**Monica Lopez-Gonzalez**

Overall quality of the class: 4.20

Summary:

Students that have taken this course indicated that the open discussion format was a welcomed change of pace compared to traditional lecture classes. In addition, they felt that the motivation provided by the professor, having the opportunity to read and learn about a topic that spans music, neuroscience, and philosophy, and the class format were the best aspects of this course. However, the papers were fairly open-ended and inconclusive and students could have benefited from more concise topics. To improve this course, students indicated that more visual aids, such as relevant documentaries, in place of reading material would be helpful to conceptualize the information being presented in the text. Prospective students should expect to get the most out of this course by remaining actively engaged during classroom discussions and understand that the workload is manageable but should meet with the instructor periodically to get more in depth feedback.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.670.619.01**

**Fundamental Physics and Chemistry of Nanomaterials**

**Robert Cammarata, Robert Ivkov, Hai-Quan Mao, John McCaffery, Martin Pomper, Daniel Reich, Peter Searson, Winston Timp, Jeff Wang**

Overall quality of the class: 3.79

Summary:

The best aspects of this course included the presentation of a wide variety of information on nanomaterials, and the interactive aspects of the lectures. Some students felt that the course lacked structure, and that the grading system was vague. A few also felt that the lecturers were hit-or-miss, sometimes not being in-line with what everyone else was teaching. Suggestions for improvement included giving the course more structure, being clearer as to what was expected from the students, and returning grades to them on a more regular basis. Prospective students are advised that this is a worthwhile course for students of both physics and chemistry, but that some lecturers are more engaging than others.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.130.102.01**  
**From the Neanderthals to the Neolithic**  
**Susan McCarter**

Overall quality of the class: 4.42

Summary:

The best aspects of the course are the interesting content, and the professor who is extremely passionate and knowledgeable. Many students agreed that it was a challenge to concentrate on lectures in the dimly lit classroom. Some students expressed discontentment with their inability to access lectures remotely. Suggestions for improvement include making lectures more interactive, and utilizing Blackboard systems to post articles, assignments, and grades. Prospective students should be interested in early human history. They should be prepared to engage in a writing intensive course.

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**AS.130.109.01**  
**Freshman Seminar: Ancient Homes and Houses**  
**Jennifer Swerida**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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**AS.130.110.01**  
**Introduction To Archaeology**  
**Glenn Schwartz**

Overall quality of the class: 3.50

Summary:

The best aspects of the course are the interesting materials, the straightforward tests, and the professor who is both enthusiastic and knowledgeable. Some students had trouble understanding what the instructor expected of them, and found the minimal amount of grading opportunities to limiting. Suggestions for improvement include posting in depth assignment instructions on Blackboard, and adding more graded assignments to the curriculum. Prospective students should be interested in archeology. They should be prepared to take thorough lecture notes based, and allocate time to keeping pace with the assigned readings.

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**AS.130.116.01**

**Freshman Seminar: Ritual and Magic in Ancient Egypt**

**Meredith Fraser**

Overall quality of the class: 4.46

Summary:

The best aspects of the course are the enjoyable materials covered, the visit to the archeological museum, and the knowledgeable and enthusiastic instructor. Many students found the lengthy and complex nature of assigned reading materials to be challenging. Suggestions for improvement include minimizing the amount of reading assignments, providing more opportunities for object investigations, introducing sociological materials that provide contextual insight into the history and culture of ancient Egypt. Perspective students should have an interest in Egyptology. They should be prepared to allocate time to explore and understand readings outside of class.

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**AS.130.122.01**

**Freshman Seminar: The Archaeology of Death, Burial, and the Human Skeleton**

**Christopher Brinker**

Overall quality of the class: 4.56

Summary:

The best aspects of the course are the interesting case studies, the enjoyable variety of PowerPoints, the engaging discussion, and the dynamic lectures. Some students found the ununiformed lecture format made identify key points challenging to. Suggestions for improvement include posting lectures and/or outlines which list the main points of a lectures, on Blackboard, and providing students with examples of possible essay questions in preparation for exams. Prospective students should be interested in archeology. They should be prepared to allocate time to understand readings outside of class.

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**AS.130.177.01**

**World Prehistory**

**Michael Harrower**

Overall quality of the class: 3.55

Summary:

The best aspects of the course are the lectures which are interesting and informative. Many students agreed that it was a challenge to make meaning of the grading system, they did not receive much value from the lectures, and they were ineffectively informed regarding the intense amount of writing required by the course. Suggestions for improvement include: implementing a more consistent grading format, placing greater emphasis on bigger ideas and general themes rather than specific archaeological sites and artifacts, applying interactive approaches to lectures, eliminating the term paper and/or distinguishing the course as writing intensive. Prospective students should be interested in archeology. They should be prepared to take thorough notes based on class lectures, and they should know that it is important to be both thorough and concise when developing term papers.

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**AS.130.213.01**

**Introduction to Ancient Egyptian Art**

**Betsy Bryan**

Overall quality of the class: 3.78

Summary:

The best aspects of the course are the interesting materials, exciting field trips, and the dynamic professor. Many students found the fluidity of the course structure to be challenging. Suggestion for improvement includes providing students with completed syllabi, which clearly outline the instructor's expectations, at the beginning of the course. Prospective students should be interested in history and art. They should be prepared to allocate time to completing assigned reading outside of class.

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**AS.130.301.01**

**History of Ancient Syria-Palesine**

**P McCarter**

Overall quality of the class: 3.83

Summary:

The best aspects of the course are the take home assessments that are offered instead of in-class exams, and the interesting contextual insights provided by the professor. Some students found that lectures where often too dense to readily comprehend. Suggestions for improvement include providing students with syllabi at the beginning of the course, and utilizing various teaching aids, such as PowerPoint presentations, to enhance student engagement during lectures. Prospective students should know that the assigned readings serve to support one's lecture comprehension.

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**AS.130.330.01**

**The Garden of Eden**

**Ellen Robbins**

Overall quality of the class: 4.67

Summary:

The best aspects of the course are the various applications of the Garden of Eden story, the small class size which allows for great discussions, and the absence of a midterm or final exam which creates space for meaningful introspection. Many students agreed that it was a challenge to rely on blog posts as the sole form of assessment. Suggestions for improvement include providing students with more constructive criticism, and providing directed written prompts for blog posts. Prospective students should know that there is a significant amount of required reading, and while there are no exams, grades are based entirely on blog posts.

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**AS.130.335.01**

**The Pharaohs: Power and Authority in Ancient Egypt**

**Karen Bryson**

Overall quality of the class: 4.58

Summary:

The best aspects of the course include the very enthusiastic and knowledgeable professor, the interesting subject matter, and the engaging class discussions. Some students found there to be undue emphasis placed on the exploration of theory as opposed to actual ancient Egyptian history and pharaohs. Some students found the density of assigned reading materials to be a challenge. Suggestions for improvement include providing materials that relate to pharos and more stories about myth. Prospective students should be interested in ancient Egypt. They should know that grading consists of one midterm, one final research paper, and participation points.

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**AS.130.369.01**

**Law in the Ancient Middle East**

**Jacob Lauinger**

Overall quality of the class: 4.71

Summary:

The best aspects of the course the course are the materials, which include actual law codes and cases from the ancient Middle East, and the amazing professor who is very helpful and knowledgeable. Some students found the length and complexity of assigned readings to be a challenge. Suggestions for improvement include presenting lectures that provide students with background information about the ancient Middle East. Prospective students would be interested in ancient Egypt. They should know that this course provides a repertoire of information that can be applied to areas beyond the subject matter.

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**AS.130.376.01**

**Ancient Ritual**

**Paul Delnero**

Overall quality of the class: 5.00

Summary:

The best aspects of the course are the knowledgeable professor, the interesting lecture style, and the fascinating topics. Some students found the length and theoretical complexity of assigned readings to be a challenge. Many students agreed that there was not enough time to effectively cover the amount of material outlined in the syllabus. Suggestion for improvement include clarifying certain aspects of assigned reading during lectures, and narrowing the scope so all topics are thoroughly covered. Prospective students should be interested in Near Eastern, Egyptian, or Mesopotamian mythology. They should know that there is no need to purchase a textbook for this class since it is an article based course. Students should be prepared to allocate time to thoughtfully exploring assigned readings outside of class.

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**AS.130.377.01**

**Creating an Egyptian Temple**

**Betsy Bryan**

Overall quality of the class: 4.67

Summary:

The best aspects of the course are the final project which allows students to create their own temple, the knowledgeable professor, and the interesting approach to the study of Egyptian culture. Some students found it difficult to retain focus when meeting once a week for an extended period of time. Suggestion for improvement includes arranging for classes to meet twice a week for shorter periods of time and/or inserting a break in the middle of class sessions. Prospective students should be prepared to learn and apply knowledge about ancient Egypt in an unique and challenging way.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.080.105.01  
An Introduction to Neuroscience  
Stewart Hendry**

Overall quality of the class: 4.69

Summary:

The best aspects of the course include the intellectually stimulating lectures and the professor who is engaging and knowledgeable about the subject matter. Many students found the expansive amount of required readings and memorization essentials to be a challenge. Suggestions for improvement include implementing more review sessions and reducing the amount of material that students are required to commit to memory. Prospective students should know that this class is entirely lecture based and has no assigned readings or homework. They should be prepared to take effective notes during lectures and allocate time outside of class to reviewing these lecture notes.

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**AS.080.250.01.01-03  
Neuroscience Laboratory  
Linda Gorman, Jason Trageser**

Overall quality of the class: 4.55

Summary:

The best aspect of the course includes the opportunity to engage in experiential learning. Many students found preparing for exams to be a challenge. Suggestions for improvement include providing students with study materials which exhibit greater organization, adding an extra class period and/or an outside class session to review information for neuroanatomy material, providing students with more pointed feedback on assignments and exams. Prospective students should know that this class has two practicals and it is helpful to begin preparation for them in advance. They should be prepared to physically explore brains in a fun and friendly educational environment.

**AS.080.305.01****The Nervous System I****Stewart Hendry, Haiqing Zhao**

Overall quality of the class: 4.56

## Summary:

The best aspects of the course include the fascinating content, the engaging professor, and the wide variety of resources designed to support student understanding. Many students agreed that the extensive amount of information presented, and the complexity of exams were a challenge. Suggestions for improvement include implementing more review sessions and reducing the amount of material that students are required to commit to memory. Prospective students should have a background in neuroanatomy. They should know that 3 exams and 4 quizzes made it easier to keep up with the work and do well in the class. Required course work is very low, but frequent studying is highly recommended. They should be prepared to allocate time outside of class to reviewing lecture notes thoroughly and completing required readings.

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**AS.080.308.01****Neuroeconomics****Jason Trageser**

Overall quality of the class: 4.40

## Summary:

The best aspects of the course include the enthusiastic professor and the interdisciplinary approach to formulaic topics. Many students agreed lectures, slides, and exams for this class often lacked of structure. Suggestions for improvement include developing a standardized exam format, disseminating PowerPoint materials before class in order to provide students with an opportunity adequately prepare for lectures. Prospective students should be prepared to attend all lectures, dedicate time to reading scientific papers, and actively participate in class discussions.

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**AS.080.310.01****Synaptic Function and Plasticity****Alfredo Kirkwood, Hey-Young Lee**

Overall quality of the class: 4.50

## Summary:

The best aspects of the course include the knowledgeable and caring professors, the emphasis placed on experimental design and methods, and the exams which are designed to test the student's understanding of a concept without little value placed on rote memorization. Some students found the speed and complexity of lectures to be a challenge. Suggestions for improvement include providing students with supplemental reading material, and posting the professor's notes on Blackboard. Prospective students should have an understanding of neuroscience. They should be prepared read a wide variety of research papers and take detailed lecture notes.

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**AS.080.330.01**  
**Brain Injury & Recovery**  
**Linda Gorman**

Overall quality of the class: 4.59

Summary:

The best aspects of the course include the great professor, the interesting class discussions, and the autonomy which students were provided. Many students agreed the expectations for assignments and presentations were initially unclear. Suggestions for improvement include providing more clarity regarding expectations for scientific reflections and summary papers, and implementing more opportunities for the professor to provide feedback during summary presentations. Prospective students should have a background in neuroscience. They should know that there are no exams for this course, and that grades are based upon three summary papers, an individual presentation, a group presentation, and four reflection papers.

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**AS.080.345.01**  
**Great Discoveries in Neuroscience**  
**Jay Baraban**

Overall quality of the class: 4.67

Summary:

The best aspects of the course include the professor's knowledge and enthusiasm, the interesting topics, the weekly quizzes, and presentations. Many students had difficulty understanding the grading system throughout the duration of the course. Some students found the lectures and peer presentations to be disorganized and as such did not derive much value from them. Suggestions for improvement include periodically uploading grades to Blackboard, and providing students with a summary of important concepts as a supplement for peer presentations. Prospective students should have an understanding of neuroscience. They should be prepared to decipher scientific papers and learn to pick up the reasons behind particular experimental methods.

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**AS.080.355.01**  
**Visual System**  
**Stewart Hendry**

Overall quality of the class: 4.86

Summary:

The best aspects of the course includes the phenomenal instructor, the stimulating discussions regarding current advances in science, and the interesting content which encourages intellectual curiosity and fosters understanding. Many students found the density and complexity of required reading materials to be a challenge. Suggestions for improvement include adding more video lectures,

providing students with lecture notes which give background information on the material presented in journal articles, and separating the course into two per semesters. Prospective students should have a background in neuroscience. They should be prepared to allocate time to understanding assigned readings outside of class.

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**AS.080.360.01**

**Diseases & Disorders of the Nervous System**

**Stewart Hendry, Guy Mckhann**

Overall quality of the class: 4.89

Summary:

The best aspects of the course include the interesting content, and the dynamic format which gives students a chance to interact with well-known experts in the field of neuroscience. Many students found the wide variety of lecture styles to be challenging when preparing for exams. Suggestions for improvement include implementing more review sessions, recording lectures, uploading annotated slides in a timelier manner, and having more standardized presentations. Prospective students should have a background in neuroscience. They should know that the class comes highly recommended by former students.

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**AS.080.366.01**

**Neuroscience of Pain**

**Hita Adwanikar**

Overall quality of the class: 3.93

Summary:

The best aspects of the course include the interesting topics, the course materials, and class discussions. Students had trouble understanding what the instructor expected of them and did not receive much value from feedback related to writing assignments. Suggestion for improvement includes providing students with feedback that is more detailed and timely. Prospective students should be prepared to allocate time to completing reading assignments outside of class in order to effectively participate in class discussions.

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**AS.080.401.01-.02**

**Research Practicum: KEEN (Kids Enjoying Exercise Now)**

**Linda Gorman**

Overall quality of the class: 4.67

Summary:

The best aspect of the course is the opportunity to interact with children, with neurological diseases, through play. Many students found the distance of the location to be a challenge. Suggestions for improvement include changing the location and time of the practicum. Prospective students should

know that Keen is a great experience that requires one to applying a positive mindset to active engagement.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.150.118.01-02  
Introduction to Formal Logic  
Peter Achinstein**

Overall quality of the class: 3.84

**Summary:**

The best aspects of this course included the subject matter, homework that adequately prepares students for the exams, and the pace of instruction. While some students found the pace of the course to be to their liking, some students felt that it was a bit too slow. A few students also felt that the homework was graded too harshly. Suggestions for improvement included providing more structure such as using Blackboard to post handouts and assignments. Students also suggested providing an answer key for the non-homework questions in the textbook so that they could work more example problems. Prospective students are advised that while the course workload is manageable getting a good grade can be challenging.

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**AS.150.194.01  
Freshman Seminar: Skepticism Ancient and Modern  
Michael Williams**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included fascinating subject matter, and the opportunity to exercise critical thinking with challenging readings. Some students felt that the course should have been more interactive and discussion-based rather than lecture-based. Suggestions for improvement included facilitating and encouraging more discussion among the students. Students also recommended adding an online discussion forum, and providing more guidance on the writing assignments. Prospective students are advised that they should be prepared for a lot of reading, and that the class provides a good introduction to philosophy.

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**AS.150.201.01-03****Introduction to Greek Philosophy****Richard Bett**

Overall quality of the class: 4.09

**Summary:**

The best aspects of this course included the interesting philosophical discussions, quality lectures that helped clarify the more difficult readings, and an approachable instructor. Some students felt that the readings were somewhat overwhelming, that the course relied too heavily on lecture, and that the grading seemed subjective. A few students also felt that there was too much writing for a course not listed as a writing-intensive course. Suggestions for improvement included having more discussion periods, using PowerPoint slides, and putting in place a clearer grading policy. Prospective students are advised that this is a good course for anyone interested in the basics of philosophy.

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**AS.150.219.01-10****Introduction to Bioethics****Hilary Bok**

Overall quality of the class: 3.73

**Summary:**

The best aspects of this course included the discussion sections, and an interesting topic that requires students to use argumentative reasoning to take on open-ended questions. Some students felt that the lectures were poorly organized and would occasionally deviate from topic, and that the essays weren't graded and returned in a timely fashion. A few students also felt that the readings were too long. Suggestions for improvement included a smaller class size in order to improve class discussion, returning graded essays in time for the next assignment, and posting lecture notes online. Prospective students are advised that this is an easier writing intensive course than most, and no background in philosophy is required.

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**AS.150.235.01-04****Philosophy of Religion****Steven Gross**

Overall quality of the class: 3.81

**Summary:**

The best aspects of this course included the broad range of arguments presented, stimulating discussion, and engaging lectures. Some students felt that the grading system was unclear and focused too heavily on the essays, and some of the grading itself seemed overly harsh. A few students found the readings to be very dense, and that there was little feedback given on the papers. Suggestions for improvement included more lenient grading, a smaller class size, and slight reduction in course material.

Prospective students are advised that the course's main focus is on Christianity, and that they should be comfortable with their ability to comprehend philosophical readings.

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**AS.150.245.01-04**

**Introduction to Philosophy of Mind**

**Meredith Williams**

Overall quality of the class: 3.32

Summary:

The best aspects of this course included the TA sections which were helpful in clarifying information relevant to the readings, and enjoyable debates. Some students felt that the lectures were not very engaging, that the material itself was overly dense, and that there was a lack of other students participating in debate at times. Suggestions for improvement included a more structured curriculum, and receiving more feedback on the essays. Prospective students are advised that the reading can be very heavy, and that no background on the topic is assumed.

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**AS.150.315.01**

**Philosophy of Human Rights**

**Thomas Wilk**

Overall quality of the class: 4.53

Summary:

The best aspects of this course included the balance between lecture and class discussion which students found to be an effective way to learn the material, and a knowledgeable and engaging instructor. Some students felt that the course was too reading heavy, the material was too dense, and some of the terminology used in philosophical discussion was unfamiliar to them. Suggestions for improvement included having more discussions regarding current events, reducing the amount of reading, and having more small-group discussions. Prospective students are advised that no background in philosophy is required to take this class and that this course offers a great introduction.

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**AS.150.323.01**

**Undergraduate Seminar: Topics in Meta-Ethics**

**L Nandi Theunissen**

Overall quality of the class: 4.92

Summary:

The best aspect of this course included excellent feedback and discussions directed by an engaging instructor, and a welcoming environment that encouraged intellectual curiosity. While there wasn't much consensus on the negative aspects of this course, it was commented that feedback could be more timely, and that the student presentations weren't that helpful. Suggestions for improvement included supplying background information or definitions of terms used before the class starts. Prospective

students are advised that this class has some readings that are difficult to get through but are highly rewarding once they're understood.

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**AS.150.411.01**  
**Arabic-Islamic Philosophy**  
**Stephen Ogden**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included its extreme intellectual challenge, interesting readings, and an engaging instructor. Some students felt that there was too many readings considering how dense and difficult was the material. Suggestions for improvement included providing more background to the readings in lecture, or having review sessions to help students understand the readings. Other students suggested spacing out or shortening the reading assignments, perhaps having them focus on a particular argument. Prospective students are advised to visit the instructor during office hours, and that a background in philosophy or Islamic studies is helpful.

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**AS.150.420.01**  
**Mathematical Logic I**  
**Robert Rynasiewicz**

Overall quality of the class: 3.40

This class had 5 or fewer comments.

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**AS.150.454.01**  
**The Value of Humanity**  
**L Nandi Theunissen**

Overall quality of the class: 4.92

Summary:

The best aspects of this course included a small discussion-based class that presented an opportunity to discuss important philosophical topics, and an approachable instructor who excelled at facilitating those discussions. Some students felt that the length and density of the readings could be very time consuming, usually having to be reread to firmly grasp the abstract concepts. Suggestions for improvement included having fewer readings each week, not only allowing students to focus on fewer ideas, but also making it possible to discuss them in more depth. Prospective students are advised that a background in ethics or having taken Introduction to Moral Philosophy is helpful.

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**AS.150.474.01**  
**Justice and Health**

**Hilary Bok**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this course included the fascinating subject matter, a wide range of topics discussed in an engaging way, and an approachable instructor. Some students felt that grading relied too heavily upon only one paper, and that there was not enough feedback or guidance on the rough drafts of their final project. A few students also felt that there were too many readings, many of which were never discussed in class. Suggestions for improvement included adding more assignments or grading class participation, in order to better distribute the grade over the semester instead of it relying purely on one project. Prospective students are advised that this is a thought provoking class with a heavy reading load.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.171.101.01-12**

**General Physics: Physical Science Major I  
Morris Swartz**

Overall quality of the class: 3.41

Summary:

The best aspects of the course are the interesting subject matter, the in-class demos, the opportunities to explore and solve physics clicker questions, and the opportunities to explore challenging aspects of physics which encourage you to think "outside the box." Many students had trouble identifying resources that would help them approach problems critically. Suggestions for improvement include adding review sections and/or minimizing the pace of the lectures, utilizing the chalkboard in lieu of pre-developed slides, and developing practice tests that are comparable to the level of difficulty found on tests, incorporating more opportunities for students to receive active help, and providing more Teaching Assistants during lectures to improve the teacher to student ratio. Prospective students should have a background in physics; understand the importance of attending TA sessions, and completing the pre-lectures for each lecture. They should be prepared to and allocate time to prepare for each exam.

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**AS.171.102.01-06**

**General Physics: Physical Science Major II  
Petar Maksimovic**

Overall quality of the class: 4.13

Summary:

The best aspects of the course are the intellectually challenging and thought provoking world applications, the amazingly enthusiastic professor, the great opportunities to earn credit, the access to preparatory material for exams, the ability to use formula sheets during exams, the curved grading system, the helpful TA sessions, the pizza that is often provided during class time, and the engaging lectures which provide a thorough understanding of course material. Many students had trouble with

the volume and complex nature of homework assignments, the complex nature of tests, the large lecture halls, and the fast pace of material exploration. Suggestions for improvement include decreasing the amount of homework, and devoting more class time to working through section assignments. Prospective students should know that a substantial amount of material is covered in a short amount of time. They should have an understanding of higher level math and general physics. They should be prepared to allocate time to completing homework in order to develop a comprehensive understanding of the course material.

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**AS.171.103.01-10**

**General Physics I for Biological Science Majors**

**Collin Broholm**

Overall quality of the class: 3.60

Summary:

The best aspects of the course are the enthusiastic professor, the cool in class demonstrations, and the opportunities to engage in critical thinking in ways which are both interesting and challenging. Many students had trouble with the volume and complexity of homework assignments and tests. Students found the *Problem Sets* and exams to be much harder than the problems presented in class or *In Section*. Suggestions for improvement include introducing practice exams and / or problems that are more reflective of course exams, creating opportunities for small section groups to work through challenging problems during class, and providing more opportunities for students to earn credit. Prospective students should have an understanding of physics and calculus. They should know that there are two homework sets due every week, and that a lot of learning will be done outside of the class. Prospective students should be prepared to allocate time to reading the through the text book, completing homework assignments, and taking advantage of participation grades.

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**AS.171.105.01-02**

**Classical Mechanics I**

**Daniel Reich**

Overall quality of the class: 4.57

Summary:

The best aspects of the course are the topics which are both applicable and interesting, the enthusiastic professor who does a very thorough job of explaining the material in an intuitive manner, and the in class demonstrations. Many students had trouble understanding homework assignments, keeping step with the fast pace nature of the course, and fully comprehending the course material. Some students found emphasis was unduly place on solving mathematical problems as opposed to developing conceptual understanding of materials. Suggestions for improvement include providing more homework problems that relate to examples offered in the text book, and issuing practice midterms/finals that are more similar to problems presented on exams. Prospective students should have an understanding of upper level mathematics and physics. They should be prepared to dedicate time to reading the text book and completing homework assignments.

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**AS.171.107.01-04****General Physics for Physical Sciences Majors (AL)****Robert Leheny**

Overall quality of the class: 4.26

## Summary:

The best aspects of the course are the active learning exercises that make it easier to apply certain concepts beyond what we were taught, and the professor is who is very enthusiastic about the material. Many students had trouble understanding homework problems, and keeping pace with the speed of the course. Many found course materials to be difficult, and the delayed responses to practice problems to ineffective. Suggestions for improvement include allocating time to reviewing homework assignments in class, slowly increasing the difficulty of problems solved in lectures, and insuring that class instruction covers material to be assessed on midterm exams. Prospective students should have experience and/or understanding related to physics. They should be prepared to allocate time to reading and completing homework assignments.

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**AS.171.113.01****Subatomic World****Barry Blumenfeld**

Overall quality of the class: 4.00

## Summary:

The best aspects of the course include the interesting course material, and the outstanding professor who is really funny and good at telling the story of the subatomic world. Many students found that the absence of a textbook, the expansive amount of material covered, and the Teaching Assistant's meticulous grading system to be a challenge. Prospective students should know that because information is largely shared through the professor's oral presentations, attendance and comprehensive lecture notes are integral components of your overall assessment.

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**AS.171.131.01****Physics and Technology in Society****Maria Pia Valdivia Leiva**

Overall quality of the class: 4.71

## Summary:

The best aspects of the course include the engaging class discussions, the interesting topics, and the awesome professor. Some students found the complexity of required readings and the cyclical structure of in class convergences to be a challenge. Suggestion for improvement includes introducing varied learning approaches into the class format. Prospective students should know that this course is recommend as excellent way for Humanities majors to fulfill an "N" distribution requirement. They should be prepared to actively participate in class discussions.

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**AS.171.201.01-02**  
**Special Relativity/Waves**  
**Nadia Zakamska**

Overall quality of the class: 4.22

Summary:

The best aspects of the course include the materials that are challenging and enjoyable, the lectures which are well organized and very interesting, and the wonderful opportunities for extra credit. Many students agreed that the length and complexity of homework assignments and labs were a challenge. Students had trouble keeping pace with lectures, and found the amounts of information contained in one lecture to be difficult to process. Suggestions for improvement include holding less labs, and more lecture sessions in order to allow for further section practice. Prospective students should have an understanding of upper level mathematics. They should be prepared to attend all lectures, manage time effectively, and collaborate on homework assignments and labs.

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**AS.171.205.01**  
**Introduction to Practical Data Science: Beautiful Data**  
**Sandor Szalay**

Overall quality of the class: 3.63

Summary:

The best aspects of the course include the small class size, the interesting content, and the invested professors. Many students found the irregularity of assessments and the flexible in class functions to be a challenge. Suggestions for improvement include implementing a math prerequisite for the course, providing more organized formal lectures, and introducing more frequent and formal homework assignments. Prospective students should have an interest in and/or an understanding of linear statistics.

**AS.171.301.01-.02**  
**Electromagnetic Theory II**  
**Andrei Gritsan**

Overall quality of the class:

Summary:

The best aspects of the course include the engaging lecturer, and the subject matter which is both interesting and applicable. Many students agreed that the professor's presentations on Blackboard were hard to follow. Students had trouble understanding the conceptual theory behind a great deal of the mathematical content, and did not receive much value from the lectures. Suggestions for improvement include developing lectures which include the presentation of more practical applications, introducing

more organization to Blackboard presentations, and providing students with more contextual information that will explain why things happen. Prospective students should have an understanding of advanced mathematics, and be prepared to allocate time to the process of independently reviewing practice problems.

**AS.171.303.01**  
**Quantum Mechanics I**  
**Chia Ling Chien**

Overall quality of the class: 4.04

Summary:

The best aspects of the course include the extremely engaging professor, the well written textbook, and the interesting course material. Many students agreed that there was a lack of synchronicity between materials covered in class lectures and problems presented on homework assignments and exams. Suggestions for improvement include developing lectures which present a closer connection to assigned works and presenting students with more opportunities to solve problems in class. Prospective students should have an understanding of linear algebra, and be prepared to allocate time to reviewing practice problems outside of class.

**AS.171.310.01**  
**Biological Physics**  
**Mark Robbins**

Overall quality of the class: 2.61

Summary:

The best aspects of the course include the professor who puts a lot of effort into making sure that students understand the material, the interesting concepts explored in the curriculum, and the straightforward exams. Some students found the lack of variation between the professor's interpretation of concepts and the books presentation of information to challenge. Suggestions for improvement include exploring more applications of statistical mechanics on topics outside of a strict focus on condensed matter physics. Prospective students should have an understanding of classical mathematics and physics. They should be prepared to allocate time to working on problem sets outside of class.

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**AS.171.312.01**  
**Statistical Physics/Thermodynamics**  
**Norman Armitage**

Overall quality of the class: 4.10

Summary:

The best aspects of this class include the interesting course material, having an experienced and enthusiastic professor who is highly articulate and informative, and a helpful textbook. Students felt

that the TA could have been more helpful but overall the assignments are useful and beneficial in understanding the material. To improve this course, exploring more into the applications of statistical mechanics, and being provided with outside resources would be helpful in building a better understanding of the coursework. Prospective students should know that they should have knowledge of physics and quantum mechanics but in general, this is a good class to take.

**AS.171.321.01**

**Introduction to Space, Science, and Technology**

**John MacKenty, Stephan McCandliss**

Overall quality of the class: 3.48

Summary:

The best aspects of the course include the incredibly knowledgeable professors and the interesting course material related to a variety of amazing technologies. Many students agreed that there was a lack of synchronicity between what was taught during class time and what was assessed on homework exams. Students agreed that expectations for group projects were often unclear and beyond their level of understanding. Suggestions for improvement include re-structuring exams in ways which allow them to effectively evaluate competencies, and providing more insight into essential components of the final project. Prospective students should have an interest in space. They should have an understanding of engineering, and be prepared to allocate time to designing the final project in increments throughout the semester.

**AS.171.333.01**

**Planets, Life and the Universe**

**Colin Norman**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

**AS.171.410.01**

**Physical Cosmology**

**Charles Bennett**

Overall quality of the class: 4.70

Summary:

The best aspects of the course include the professor who is clearly knowledgeable and passionate about the subject matter, and the absolutely fascinating material. Many students found both the lack of in class engagements, and the extensive amount of homework assignments to be a challenge. Suggestions for improvement include including some stimulation results or true images during in class sessions. Prospective students should know that the materials covered in this course are theory based. Students should have an understanding of differential equations and other upper level physics concepts. They should be prepared to allocate time to completing and understanding weekly homework assignments.

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**AS.171.603.01**  
**Electromagnetic Theory**  
**Julian Krolik**

Overall quality of the class: 3.63

This class had five or fewer comments.

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**AS.171.605.01**  
**Quantum Mechanics**  
**Marc Kamionkowski**

Overall quality of the class: 4.50

Summary:

The best aspects of the course include the methodical introduction to all relevant aspects of Quantum Mechanics, and the professor who has a great sense of humor and is an expert in the field. Some students found the lectures to be too structured at times. Suggestions for improvement include utilizing varied presentation formats during class sessions. Prospective students should be familiar with wave function formalism in quantum mechanics. They should be prepared to allocate time to understand topics outside of class.

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**AS.171.612.01**  
**Interstellar Medium and Astrophysical Fluid Dynamics**  
**Colin Norman**

Overall quality of the class: 4.00

This class had five or fewer comments.

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**AS.171.613.01**  
**Radiative Astrophysics**  
**David Neufeld**

Overall quality of the class: 4.67

This class had five or fewer comments.

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**AS.171.621.01**  
**Condensed Matter Physics**  
**Ari Turner**

Overall quality of the class: 3.33

This class had five or fewer comments.

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**AS.171.629.01**

**First Year Research**

**Petar Maksimovic, Brice Menard**

Overall quality of the class: 4.00

This class had five or fewer comments.

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**AS.171.641.01**

**Second Year Research**

**Petar Maksimovic, Brice Menard**

Overall quality of the class: 4.50

This class had five or fewer comments.

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**AS.171.699.01**

**Planets, Life and the Universe**

**Colin Norman**

Overall quality of the class: 4.67

This class had five or fewer comments.

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**AS.171.701.01**

**Quantum Field Theory**

**Jared Kaplan**

Overall quality of the class: 4.75

Summary:

The best aspects of the course include the fascinating material, the excellent instructor, and the instructor's incredibly useful course notes. Many students agreed that the limited amount of time spent exploring renormalization was a challenge. Suggestions for improvement include going step by step through some renormalization problems. Disclaimers about what the text book expects students to do when handling the problems present within. Prospective students should be prepared to allocate time to engage in an intensive physics study.

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**AS.171.704.01**  
**Phase Transitions and Critical Phenomena**  
**Oleg Tchernyshyov**

Overall quality of the class: 4.50

This class had five or fewer comments.

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**AS.171.783.01**  
**Advanced Particle Theory**  
**David Kaplan**

Overall quality of the class: 5.00

This class had five or fewer comments.

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**AS.172.203.01**  
**Contemporary Phys Sem**  
**Natalia Drichko**

Overall quality of the class: 3.53

Summary:

The best aspects of the course include the chance to hear about new areas in physics, the manageable workload, and the opportunity for interactive and collaborative. Some students had trouble understanding the professor's expectations regarding the peer presentations. Suggestions for improvement include incorporating more instructor lead sessions into the class format, and providing students with more guidance on their presentations. Prospective students should know that a significant portion of the grade for this course depends on homework and presentations. They should be prepared to allocate time to developing their assigned presentations and keeping pace with the weekly abstracts and supplemental questions.

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**AS.172.633.01**  
**Language of Astrophysics**  
**David Neufeld**

Overall quality of the class: 5.00

This class had 5 or fewer comments

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**AS.172.722.01**  
**Hot Topics in Astrophysics**

**Colin Norman**

Overall quality of the class: 5.00

This class had 5 or fewer comments

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**AS.173.111.01-23**

**General Physics Laboratory I**

**Chia Ling Chien**

Overall quality of the class: 3.13

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Summary:

The best aspects of the course include the interesting labs which display the real world applications of physics, and the minimal amount of work done outside of the lab. Many students agreed that there was an insufficient amount of time allotted for the development of quality lab reports. Suggestions for improvement include allowing more time for students to submit lab reports, providing students with a master sheet that lists error propagation formulas and provides insight regarding the appropriate time to use them. Prospective students should have an understanding of statistics. They should know that it is important to review labs in order to prepare for your each section, and they should be prepared to explore error analysis.

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**AS.173.112.01-06**

**General Physics Laboratory II**

**Chia Ling Chien**

Overall quality of the class: 3.42

Summary:

The best aspects of the course include the interesting labs which provide opportunities for students to explore hands-on approaches to physics, and the professor who listens to students and is passionate about students learning the material. Many students agreed that the length and complexity of labs were a challenge. Suggestions for improvement include providing students with an introduction to error propagation, expanding the amount of time allowed for lab completion, minimizing the volume of requirements associated with lab reports, and providing clearer feedback on graded labs. Prospective students should have an interest in physics. They should know that while the course does not require too much work outside of the lab, a working knowledge of time management is needed in order to effectively complete experiments and reports in the allotted time.

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**AS.173.115.01**

**Classical Mechanics Laboratory**

**Chia Ling Chien**

Overall quality of the class: 3.92

Summary:

The best aspects of the course include the clever and interesting demonstrations of scientific principles, the straightforwardness of the lab explanations, the focus on general data collection techniques, and the minimal amount of work done outside of the lab. Many students found it difficult to complete lab experiments and lab reports within the allotted time. Suggestions for improvement include coordinating lab experiments with topics being explored in the physics class, shortening experiments and lab reports, and providing students with more time to submit lab reports. Prospective students should have an understanding of statistics. They should know that it is important to complete the pre labs, and be prepared to consider Blackboard postings for feedback.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.190.101.01-07; 11-13  
Introduction to American Politics  
Benjamin Ginsberg**

Overall quality of the class: 3.21

**Summary:**

The best aspects of this course included the interesting course material that gave students a quality overview of American politics, a manageable workload, and the online quizzes that students found helpful. Some students felt that the lectures lacked structure, and the textbook readings that they found dry and overlong. Suggestions for improvement included following the syllabus more closely, and more guidance on what they should expect to see on their exams. Students also suggested replacing the textbook, and relating lecture topics more closely to the material that students are reading. Prospective students are advised that this is a straightforward class, and to succeed they need to stay on top the readings and assignments.

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**AS.190.209.01-12  
Contemporary International Politics  
Steven David**

Overall quality of the class: 4.62

**Summary:**

The best aspects of this course included engaging lectures that were relevant to current events, and interesting subject matter. Some students felt that the readings were overwhelming, the feedback on midterm grading was lacking, and there were too few graded assignments which made the midterm weigh too heavily on the overall grade. Suggestions for improvement included adding a review for the midterm, providing more guidance on the final paper, and providing more feedback on grades. Prospective students are advised that a background in European history is helpful, and that there is a lot of reading but it is valuable.

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**AS.190.227.01-02**  
**U.S. Foreign Policy**  
**Sebastian Schmidt**

Overall quality of the class: 3.91

Summary:

The best aspects of this course included interesting subject matter that covered the historical and contemporary milestones of U.S. foreign policy, and a knowledgeable instructor who delivered detailed and eloquent lectures. Some students felt that the TA section was lacking in substance, citing the TA's inability to engage students and facilitate discussion due to weak communication skills. A few students also felt that there wasn't enough time given to complete the midterm. Suggestions for improvement included giving better feedback on exams, and a TA section that involved greater analysis of the topics rather than summarizing the readings. Prospective students are advised that this course offers a good overview of U.S. foreign policy, but is more focused on its history and development rather than current events.

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**AS.190.280.01-02**  
**Political Persuasion**  
**Jane Bennett**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the unique course material that covered a wide variety of classic readings and applied them to politics in an interesting way, and the instructor's lecture style. Some students felt that the readings were very dense and sometimes over their heads, and that there was a lack of guidance when writing their papers. A few students also felt that the lectures were disorganized, and that the ideas presented could have been better tied together. Suggestions for improvement included taking more time to focus on fewer thinkers, and providing clearer guidelines for what is expected on the exams and papers. Prospective students are advised that this is a challenging but solid political theory course, and it is recommended to students regardless of having a political theory background.

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**AS.190.327.01**  
**Global and Local Politics of Information**  
**Renee Marlin-Bennett**

Overall quality of the class: 4.31

Summary:

The best aspects of this course included the course structure, intriguing readings and case studies, and lectures that provided thoughtful analysis of our readings. Some students felt that the lectures could sometimes go off topic, assignment directions were vague, and that feedback was sometimes not as timely as they would have liked. Suggestions for improvement included giving more class time over to class discussion, and doing more to encourage students to participate. Students also suggested giving more feedback on tests and essays, and creating a more rigid syllabus. Prospective students are advised that is a reading intensive course, and that the exams are more dependent on the readings than one might expect.

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**AS.190.391.01-02**

**Time to Kill: Race, Punishment, Death and Desire**

**Philip Brendese**

Overall quality of the class: 4.94

Summary:

The best aspects of this course included fascinating and relevant subject matter, thought-provoking discussions, and an enthusiastic instructor. Some students felt that there was too much reading, and that the readings could be highly theoretical and hard to get through. A few students also felt that the class could have been more discussion-based. Suggestions for improvement included more graded assignments, and making the class more seminar-like with deeper analysis of discussion questions. Prospective students are advised that no previous knowledge is necessary, but that strong writing skills are helpful.

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**AS.190.393.01**

**Theories of Constitutional Interpretation**

**Emily Zackin**

Overall quality of the class: 4.69

Summary:

The best aspects of this course included intellectually stimulating in-class discussions, a well-organized course structure, and an instructor that provided constructive feedback and facilitated meaningful discussions. Some students felt that the readings were sometimes unnecessarily long, and that the class size was too large. A few students also felt that the essay assignments and discussions were too grounded in the text, not allowing for creative arguments. Suggestions for improvement included making the class size much smaller, allowing more time for students to respond to the readings, and lightening the reading load. Prospective students are advised that this class' readings will challenge them, and is recommended for students who want to strengthen their writing skills.

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**AS.190.396.01**

**Capitalism and Ecology**

**William Connolly**

Overall quality of the class: 4.62

Summary:

The best aspects of this course included an instructor who provoked interesting class discussions, and thought-provoking reading material. Some students felt that the readings on theory were dense and hard to follow, and that students couldn't track their grade since it was so heavily based on participation. Suggestions for improvement included making reading assignments better distributed across the semester, more transparency in grading, and more interactive group discussions. Prospective students are advised that while the course is manageable, it is helpful for them to have some prior experience with theoretical subjects.

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**AS.190.405.01**

**Food Politics**

**Adam Sheingate**

Overall quality of the class: 4.31

Summary:

The best aspects of this course included the group project that gave students the opportunity to participate in field work, a small class size that facilitated constructive discussions, and the thought provoking course material. Some students felt that the topics of discussion were sometimes repetitive, the reading workload was very heavy, and that the long class periods made it hard to maintain focus. Suggestions for improvement included adding more variety to the class format, more guidance for the paper, and reducing the amount of reading. Prospective students are advised that they should be prepared to read a lot of material and to participate in class discussion.

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**AS.190.408.01**

**Sovereignty: Historical Perspectives and Contemporary Issues**

**Sebastian Schmidt**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

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**AS.190.412.01**

**Political Violence**

**Steven David**

Overall quality of the class: 4.86

Summary:

The best aspects of this course included the course structure, unique course content which gave students the opportunity to discuss current world events, and an engaging instructor who facilitated great discussions. Some students felt that their grade wasn't based on enough assignments, making it

hard to know how well they were doing in the class. A few students also felt that there was too much reading, and that having both a final exam and paper was excessive. Suggestions for improvement included making the presentation and in-class participation a larger proportion of their final grade. Students also suggested distributing the workload more evenly across the semester, and choosing between assigning a final exam or paper. Prospective students are advised that this course will challenge you to develop and be able back-up your own opinions.

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**AS.190.425.01**

**The New Deal and American Politics**

**Daniel Schlozman**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the discussion-based course structure that engaged students, and interesting subject matter. Some students felt that there was too much reading expected of them, and that the grading of the response papers seemed overly harsh. Suggestions for improvement included adding more opportunities to be graded, reducing the amount of readings, and making the grading system more transparent. Prospective students are advised that there is a lot of material to cover in this class so they should have a strong interest in the subject matter before enrolling.

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**AS.190.435.01**

**Law and Literature**

**Jennifer Culbert**

Overall quality of the class: 4.88

This class had 5 or fewer comments.

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**AS.190.471.01**

**The University and Society**

**Benjamin Ginsberg, Robert Kargon**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included the interactive nature of the course, lively in-class discussions, and the unique subject matter. Some students felt that their grade was based on too few assignments, and that they didn't receive feedback on those assignments, making it difficult to tell how they were doing in the class. A few students also felt that the lectures could sometimes stray off topic. Suggestions for improvement included giving students more opportunities to be graded over the course of the semester, more structured student presentations, and giving clearer directions on the final paper.

Prospective students are advised that the subject matter is very relevant to college students, and has a very manageable workload.

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**AS.190.491.01**

**Game Theory in the Social Sciences**

**Sebastian Mazzuca**

Overall quality of the class: 3.74

Summary:

The best aspects of this course included the intellectually challenging subject matter, an engaging instructor, and the cumulative teaching style. Some students felt that the textbook was not very useful and was too advanced for students with little mathematical background. A few students also thought that the lectures moved very slowly, and that very little was said of the real-world applications of the material. Suggestions for improvement included adding lecture slides and posting them online, and replacing the textbook. Prospective students are advised that this is a difficult course that is highly theoretical in nature.

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**AS.191.105.01**

**The Bad Good Life: Cruel Optimisms, Bad Romances, and Other Political Depressions**

**Chad Shomura**

Overall quality of the class: 4.91

Summary:

The best aspects of this course included focused discussions that challenged students to think critically, interesting readings, and an instructor who was open to new ideas. There were very few complaints regarding this class, however some students mentioned that the readings were sometimes a bit much in terms of density and quality. Suggestions for improvement included encouraging students to participate more, and having more guidance from the instructor during discussion. Prospective students are advised that the class will alter their perception of established institutions and challenge their personal beliefs.

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**AS.191.113.01**

**Diet, Politics and Identity: Are We What We Eat?**

**Arthur Rebrovick**

Overall quality of the class: 4.30

Summary:

The best aspects of this course included fascinating content that introduced students to ideas they may have never considered before, and an engaging instructor who regularly met up with students for one-on-one discussions. Some students felt that the course became too reliant on lectures toward the end of the semester and would have wanted to continue with more open-ended discussion. A few students also felt that some of the readings were unnecessarily lengthy. Suggestions for improvement included

allotting more time to group discussion in class. Prospective students are advised that there is a lot of reading and writing involved in the class, but they will be given a lot of freedom to write about what they choose.

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**AS.191.116.01**

**Special Opportunities in Undergraduate Learning: Introduction to the Literature and Practice of Political Science: Democracy, War, and the State**

**Meghan Helsel**

Overall quality of the class: 3.43

This class had 5 or fewer comments.

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**AS.191.203.01**

**Energy and Global Politics**

**Cara Daggett**

Overall quality of the class: 4.56

Summary:

The best aspects of this course included the "Follow the Energy" projects in which students traced the source and distribution of products, engaging in-class discussions, and relevant readings. Some students felt that the readings could be too dense and theoretical at times, and that at times there weren't enough people participating in class discussions. Suggestions for improvement included giving more feedback on their blog posts, and receiving more guidance on their writing. Prospective students are advised that a background in energy or policy isn't necessary, and to be ready to engage in class discussions.

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**AS.191.301.01**

**US Health Policy and Politics**

**Andrew Kelly**

Overall quality of the class: 4.88

Summary:

The best aspects of this course included the variety of topics covered in an accessible and engaging way, intellectually stimulating class discussion, and an approachable instructor. Some students felt that the readings could be overly dense, and that their weekly responses were graded harshly. A few students also felt that the PowerPoint slides that accompanied the lectures didn't contain enough information. Suggestions for improvement included making the grades available to students during the semester, and assigning less reading, or assigning more contemporary readings. Prospective students are advised that it's important to keep up with the readings as there are weekly response assignments, but overall the workload is manageable.

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**AS.191.335.01**  
**Arab-Israeli Conflict (IR)**  
**Robert Freedman**

Overall quality of the class: 4.26

Summary:

The best aspects of this course included the discussions of current events as well as history of the Arab-Israeli conflict, as well as engaging readings, and informative lectures. Some students felt that the reliance on two assignments for the whole of their grade made it unpredictable as to how they were doing in the class. A few students also felt that the lectures could be hard to follow, and that there was too much reading. Suggestions for improvement included spending more time discussing the readings, and creating more opportunities for students to be graded. Prospective students are advised that this is a very reading intensive course, and that some background in the conflict is helpful.

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**AS.191.338.01**  
**Diaspora in World Politics**  
**Yehonatan Abramson**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

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**AS.191.345.01**  
**Russian Foreign Policy (IR)**  
**Robert Freedman**

Overall quality of the class: 4.26

Summary:

The best aspects of this course included a knowledgeable instructor, interesting subject matter that encompassed not only Russian foreign policy in history but also in the news today. Some students felt that having only two grades for the entire semester was stressful, that the lectures could move too fast, and that there was too many readings. Suggestions for improvement included adding more graded assignments, and incorporating the readings into the lecture. Students also suggested not requiring them to purchase so many books, and narrowing down the topics covered. Prospective students are advised to pay attention during lectures because the midterm is based heavily on them.

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**AS.191.356.01**  
**The Politics and Philosophy of Laughter**  
**Patrick Giamario**

Overall quality of the class: 4.42

Summary:

The best aspects of this course included a knowledgeable instructor that gave excellent feedback on student's writing assignments, and the learning style that was based in-depth class discussion. Some students felt that there was too much reading, and that some of the more philosophical texts were hard to comprehend. Suggestions for improvement included doing more to stimulate student participation during class discussion, and clearer directions for the essay assignments. Prospective students are advised that this class requires a lot of reading and class participation.

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**AS.191.372.01**  
**Making Social Change**  
**Shayna Strom**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

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**AS.191.375.01**  
**Thinking Organizationally about Politics**  
**Steven Teles**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**AS.191.379.01**  
**Thinking Strategically**  
**Karl Mueller**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

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**AS.191.382.01**  
**Thinking Economically**  
**Dean Baker**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

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**AS.191.402.01**

**Numbers, Pictures, Politics**  
**Ben Chartoff, Lee Drutman**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**AS.191.403.01-02**  
**Communicating Political and Policy Ideas In The Public Sphere**  
**Phillip Longman**

Overall quality of the class: 4.57

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**EN.661.110.01-02; 05  
Professional Writing and Communication  
Jay Thompson**

Overall quality of the class: 4.21

Summary:

The best aspects of this course included an engaging professor, plentiful feedback, and the opportunity for students to prepare themselves for the professional world. Some students felt that covering the same material in class and during readings was redundant, and the class was sometimes disorganized. Suggestions for improvement included more short writing assignments, and focusing more on cover letters and resumes. Prospective students are advised that this is an easily manageable course that will improve their ability to communicate effectively.

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**EN.661.110.03  
Professional Writing and Communication  
Jenny Bernstein**

Overall quality of the class: 4.56

Summary:

The best aspect of this course included interesting lectures and guest speakers, straightforward subject matter, and useful feedback on their resumes. Some students felt that there wasn't enough interaction between students, such as peer reviews, and that some of the assignments felt tedious. Students also felt that the writing assignments centered around one chosen social issue could become repetitive. Suggestions for improvement included returning graded papers earlier, and distributing homework assignments more evenly across the semester. Prospective students are advised that they should pick a topic to write about that they're actually interested in and could potentially be solved.

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**EN.661.110.04**  
**Professional Writing and Communication**  
**Lauren Pepitone**

Overall quality of the class: 3.35

Summary:

The best aspects of this course included the opportunity to be creative, choosing their own topic to research, and useful feedback. Students also appreciated the opportunity to work on their presentation skills. Some students felt that the assignments became repetitive, and that the research project was just too long of a project. Suggestions for improvement included breaking the main project into more varied smaller assignments, and more activities to engage students between assignments. Prospective students are advised this is a useful class that will enhance their writing as well as their presentation abilities.

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**EN.661.110.06**  
**Professional Writing and Communication**  
**Nicole Jerr**

Overall quality of the class: 3.19

Summary:

The best aspects of this course included the opportunity to gain practical experience writing resumes and cover letters, and an approachable instructor. Some students felt that there was a lack of feedback on their assignments which made it hard to improve their writing on the following assignments. Students also felt that too many of the overall course assessments were given at the end of the semester. Suggestions for improvement included giving more consistent feedback, and distributing the assignments more evenly across the semester. Prospective students are advised that they should be prepared to research their chosen topic thoroughly, and that the course requires public speaking skills.

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**EN.661.100.07-08**  
**Professional Writing and Communication**  
**Caroline Wilkins**

Overall quality of the class: 4.29

Summary:

The best aspects of this course included a small class size which allowed students to interact with both their instructor and peers, and an engaging instructor who taught the material in an accessible manner. Some students were disappointed in the timeliness of the feedback on their assignments, and they felt that the grading could be overly harsh. A few students also felt that instructions on some of their assignments were vague or unclear. Suggestions for improvement included having graded assignments returned to them, and having more class discussion or one-on-one meetings to discuss the feedback on their assignments. Prospective students are advised to participate in class, and to be comfortable working in groups revising the work of their peers.

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**EN.661.111.01****Professional Writing and Communication for International Students****Laura Davis**

Overall quality of the class: 4.58

This class had 5 or fewer comments.

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**EN.661.250.01-02****Oral Presentations****Kevin Dungey**

Overall quality of the class: 4.92

**Summary:**

The best aspect of this course was the opportunity to work on their oral presentation skills, a skill the students felt was particularly important not only in professional lives, but their day-to-days lives as well. There was very little consensus regarding negative aspects of the course, however students did mention unclear grading, grammatical errors being graded overly harshly, and text books not being used in class. Suggestions for improvement included meeting twice a week, giving students more opportunities to revise and receive feedback, and more team presentations. Prospective students are advised that if they genuinely want to improve their communication skills this class is a good choice.

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**EN.661.250.03-04****Oral Presentations****Robert Graham**

Overall quality of the class: 4.75

**Summary:**

The best aspect of this course was the valuable feedback received from video recordings of students' own presentations and their classmates' peer reviews. Some students felt that the instructors' criticisms of their presentations could sometimes be overly harsh. A few students also felt that that the lectures could sometimes drag on for far too long. Suggestions for improvement included giving students more time to critique each other's work, and keeping lectures on topic. Prospective students are advised that creating and practicing speeches can be very time consuming, but that the skills learned are very useful.

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**EN.661.250.05****Oral Presentations****Lauren Pepitone**

Overall quality of the class: 4.11

Summary:

The best aspects of this course included its practice intensive environment, helpful feedback, being able to see improvement in the critical skill of public speaking. There was very little consensus on the negative attributes of this course, however class length and the sheer number of presentations listened to were mentioned by the students. Suggestions for improvement included shortening the class length, and adding more variety to the speeches. Students also suggested having more class time spent covering presentation techniques. Prospective students are advised that the workload is heavy, but they will definitely build confidence in their ability to publicly speak.

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**EN.661.250.06**

**Oral Presentations**

**Jason Heiserman**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included practical experience gained by doing a presentation each week, and good feedback from the instructor. Some students felt that the course had very harsh grading, especially since the grading didn't have a curve. Suggestions for improvement included applying a small curve to the grading scale. Prospective students are advised that the course is more difficult than they might think, but it is a very useful and practical class.

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**EN.661.250.07-08**

**Oral Presentations**

**Andrew Kulanko**

Overall quality of the class: 4.61

Summary:

The best aspects of this course included the opportunity to practice their presentation skills in front of their peers, and great feedback and class discussions. Some students felt that the quizzes were unnecessary. A few students also felt that the readings and assignments sometimes felt needlessly time consuming. Suggestions for improvement included having shorter class sessions twice a week, and giving less quizzes. Prospective students are advised that the presentations can be more work that you expect, but that improving your presentation skills is very rewarding.

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**EN.661.251.01**

**Oral Presentations for International Students**

**Laura Davis**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**EN.661.301.01****Writing for the Law****Mark Franceschini, Douglas Sandhaus**

Overall quality of the class: 4.56

**Summary:**

The best aspects of this course included the dynamic between the two professors' teaching styles which engaged the students, and the unique structure of the course. Some students felt that feedback on assignments could have been more prompt, and that having them change groups throughout the course made it difficult for them to collaborate. Suggestions for improvement included adding a TA, shorter lectures twice a week, and more consistent feedback on assignments. A few students also suggested clarifying how assignments are being graded. Prospective students are advised that the course has no prerequisites some knowledge of legal terms is assumed, and to expect to actively participate in class.

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**EN.661.315.01****Culture of the Engineering Profession****Robert Graham**

Overall quality of the class: 2.71

**Summary:**

The best aspects of this course included interesting topics covered in an engaging way, and relevant assignments. Some students felt that the instructor had a habit of dominating class discussions, the grading was overly harsh, and the syllabus was deviated from creating confusion for them. A few students also felt that directions on assignments could be ambiguous and inconsistent. Suggestions for improvement included a more detail outline of the course that would be updated as needed. Other students thought that the course could be improved by articulating expectations of the students, and letting them know the grading system up front. Prospective students are advised that class participation is a significant part of their grade and that it is graded harshly.

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**EN.661.361.01****Corporate Communications & P.R.****Pamela Sheff**

Overall quality of the class: 4.69

**Summary:**

The best aspects of this course included interesting guest speakers from a variety of professional backgrounds, relevant subject matter, and group-based projects. Some students noted that the syllabus changed throughout the semester, and wished that the course had a more consistent structure. A few students also felt that, at times, assignment guidelines and grading criteria were unclear. Suggestions for improvement included receiving clearer expectations for the assignments, and a more structured

syllabus with a course schedule. Prospective students are advised that they should be comfortable with public speaking and participating in class.

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**EN.661.370.01**  
**Visual Rhetoric**  
**Charlotte O'Donnell**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the subject matter, learning Adobe Creative Cloud, which students found to be very useful and applicable, and a solid course structure. Some students felt that there was too much time spent on theory rather than technical skills related to the software. A few students also felt that the classes were too long, and that the grading seemed overly harsh. Suggestions for improvement included spending more class time teaching the programs themselves, and meeting twice a week for a shorter period of time. Prospective students are advised that the course can be very time consuming, and is recommended for students who want to hone their photo editing skills.

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**EN.661.380.01**  
**Business Analytics**  
**Dennis Sullivan**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

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**EN.661.390.01**  
**Catalyst: A Student-Run Magazine**  
**Charlotte O'Donnell**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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**EN.661.610.01**  
**Research Writing for International Students**  
**Denise Link-Farajali**

Overall quality of the course: 4.67

This class had 5 or fewer comments.

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**EN.661.613.01**

**Professional Writing and Communication for International Students: Financial Math**

**Denise Link-Farajali**

Overall quality of the course: 4.38

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.200.301.01  
History Of Psychology  
Paul Hofer**

Overall quality of the class: 3.56

**Summary:**

The best aspects of this course included interesting lectures and readings, and thought provoking class discussions. Some students felt that there was too much pressure to do well on the quizzes being that they were the sole source of their overall grade. A few students also felt that the class discussions would have been more successful if they had been in a smaller classroom or had they been broken up into smaller groups. Suggestions for improvement included making the quizzes easier or assigning homework to be graded, and more opportunities for students to discuss in groups. Prospective students are advised that this course requires a lot of reading, and that the readings are necessary to be successful at the weekly quizzes and class discussions.

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**AS.200.306.01  
Psychology in the Workplace  
Heather Roberts Fox**

Overall quality of the class: 4.23

**Summary:**

The best aspects of this course included the in-class group work, the Job Fit exercises, and class discussions, all of which students felt was well presented and engaging. Some students felt that the content posted online was disorganized and hard to sift through. A few students also thought that PowerPoint was used a bit too much during lecture, and that the lectures were sometimes disorganized. Suggestions for improvement included making the class size smaller, organizing Blackboard better, and more interactive activities. Prospective students are advised that a background in psychology is unnecessary, and that this course is well-suited to all majors.

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**AS.200.316.01****Thought and Perception****Jonathan Flombaum, Steven Gross**

Overall quality of the class: 4.75

## Summary:

The best aspect of this course was the intellectually challenging content that inspired thought provoking class discussions. While students appreciated the material, they also felt that the readings could be very dense at times, and that the challenging nature of the material made it hard to participate in class. Suggestions for improvement included offering more assistance in grasping the reading material, such as providing background knowledge for readings prior to assigning them. Prospective students are advised that the concepts taught in this course can be difficult to wrap their heads around but ultimately the material is very rewarding.

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**AS.200.321.01****Child and Adolescent Psychopathology****Alison Papadakis**

Overall quality of the class: 4.62

## Summary:

The best aspects of this course included informative lectures, interesting subject matter, and an engaging professor. Some students felt that there was too much information covered, making it hard for students to internalize. Students also felt that there could have been more timely feedback, and less of an emphasis on memorization. Suggestions for improvement included recording and posting the lectures online for students to review, and providing more feedback on their homework assignments. Prospective students are advised that there is a lot of material that they will need to memorize, and that while the course is challenging it is highly recommended.

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**AS.200.325.01****Law Psychology: Clinical Application****Lawrence Raifman**

Overall quality of the class: 4.35

## Summary:

The best aspects of this course included engaging and interactive lecturers, topics that provoked students to think critically, and an insightful instructor who guided great in-class discussions. Some students felt the lectures could sometimes go off on tangents, making them feel disorganized. Students also felt that grading and feedback was lacking, and that maintaining focus for two and a half hours was sometimes difficult. Suggestions for improvement included adding more structure to the lectures, shortening class time or dividing into two classes a week, and grading assignments in a more timely

fashion. Prospective students are advised that this is a great course for those interested in either psychology or law, and that it is imperative that they pay attention during the lectures.

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**AS.200.328.01**

**Theory & Methods in Clinical Psychology**

**David Edwin**

Overall quality of the class: 4.36

Summary:

The best aspects of this course included informative lectures that were relevant to current issues in psychology, and being allowed to turn in assignment drafts early for feedback from the instructor. Some students felt that the class' time slot combined with its length sometimes made it hard to focus on. A few students also thought that the grading was too reliant on a few exercises. Suggestions for improvement included distributing the grade over more than just 3 assignments, and adding more interactive elements to the lectures. Prospective students are advised that there is a heavy reading load, and that they should take advantage of the instructors' constructive feedback by turning in their assignments early.

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**AS.200.333.01**

**Advanced Social Psychology**

**Stephen Drigotas**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the open-discussion style of class, a manageable workload, and interesting readings. Some students felt that half of their overall grade being based on one paper left little room for error, and that there was very little guidance, such as deadlines for drafts and revisions. Students also felt that the course had too many readings per week to really wrap their head around, and that there was little feedback. Suggestions for improvement included assigning two readings a week instead of three, and creating additional deadlines for the final paper. Prospective students are advised that this course is heavily focused on readings, and that they should start their final paper early.

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**AS.200.344.01**

**Behavioral Endocrinology**

**Kirsten Bohn**

Overall quality of the class: 4.05

Summary:

The best aspect of this course was the interesting subject matter taught by an engaging instructor who was enthusiastic and passionate about the material and her students learning it. Some students felt that the lectures were disorganized, and that the difficulty of exams was unpredictable. A few students also

felt that the textbook was dense and sometimes didn't compliment the material being taught in class very well. Suggestions for improvement included recording lectures to be posted online, giving more guidance during research proposals, and using a better textbook. Prospective students are advised that this course has a large focus on animal behavior, and that a background in neurology is helpful but not necessary.

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**AS.200.380.01**  
**Neurobiology of Human Cognition**  
**Marina Bedny**

Overall quality of the class: 3.71

Summary:

The best aspects of this course included a small class size that allowed for helpful discussions, and interesting subject matter that was well-organized. Some students felt that the grading was subjective, and that discussions were sometimes unnecessarily difficult with questions that were unclear. Suggestions for improvement included grading the discussions less harshly, and recording the lectures so that students could review them. Prospective students are advised that they will want to become very familiar with the discussion readings before coming to class.

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**AS.200.382.01**  
**Models of Psychotherapy**  
**Alison Papadakis**

Overall quality of the class: 4.85

Summary:

The best aspects of this course included interesting subject matter, well-organized lectures, and an engaging instructor who encouraged the students to think critically. Some students felt that feedback on the assignments wasn't prompt enough to be of any help for the final. Suggestions for improvement included making expectations for written assignments more clear, quicker feedback, and a wider variety of assignments. Prospective students are advised that to make sure that they do the assigned readings in order to participate in class discussions.

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**AS.200.384.01**  
**Spatial Orientation and Navigation: Behavior and Neural Mechanisms**  
**Cynthia Moss**

Overall quality of the class: 4.91

Summary:

The best aspects of this course included a good balance between lecture and class discussion, the opportunity to practice reading primary source research articles, and fascinating subject matter. Some students felt the feedback on assignments was sometimes unclear or contradictory to what they had

previously advised. Suggestions for improvement included allowing more time for discussion after student presentations, and incorporating a time limit for the presentations. Prospective students are advised that the readings can be a bit of a challenge to read in the beginning, and that they should come to class ready to participate in the class discussion.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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
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**AS.280.103.01**

**Policy and Politics: A Primer**

**Instructor: Peter Beilenson**

Overall quality of the class: 4.77

Summary:

The students found the best aspect of this class to be the guest speakers. Additionally, students found the assignments to be relevant, the professor to be insightful, and the TA's to be helpful. The worst aspects of this class as provided by the students were a lack of feedback on work and exams, a lack of preparation for the midterm, and that the class size was too large. Students felt the class could be improved by learning about mental health and education and receiving more feedback and/or rubrics for papers. Future students should know the course is relevant/enjoyable to students outside the major, the course load is light and manageable, and participation/attendance is a large portion of the grade.

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**AS.280.225.01**

**Population, Health and Development**

**Instructor: Stanley Becker**

Overall quality of the class: 4.10

Summary:

The students found the best aspects of this class to be the well developed lectures, the structure of the class, the professor's willingness to help, and the TA Blair for her availability and feedback. The students felt the worst aspects of the class were "busy work" like homework assignments, too many slides in lecture presentations, inconsistent grading, and students had a hard time staying engaged. Students felt the class could be improved by homework and slides that were more concept based and clearer expectations. Future students should know the class is facts and numbers based, involved a lot of memorization, and attendance is important.

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**AS.280.329.01**

**The Good, the Bad, and the Ugly: Scientific Literature**

**Instructor: Roland Thorpe**

Overall quality of the class: 5.00

Summary:

There were 5 of fewer comments.

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**AS.280.335.01-02**

**The Environment and Your Health**

**Instructor: Joseph Bressler, Michael Trush**

Overall quality of the class: 3.68

Summary:

The students found the best aspect of this class to be strong and informative lectures. This includes the professor, the guest speakers, and the topics. The students found the worst aspects of this class to be disorganization in structure and unclear or too broad tests. Students felt the class could be improved by focusing and organizing the lectures, going over past exams to understand correct answers, and condensed slides. Future students should know the tests were not found to be easy, the workload was found manageable, and the class relied heavily on memorization.

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**AS.280.345.01-08**

**Public Health Biostatistics**

**Instructors: Leah Jager, Margaret Taub**

Overall quality of the class: 4.16

Summary:

The students found the best aspect of this class to be the pre-lectures. The students found the worst aspect of the class to be the repetitive nature of the class, the grading on quizzes, and a heavy workload. Students felt the class would be improved by more instruction in addition to the pre-lectures and differently structured/formatted tests. Students also felt that questions on quizzes and exams were worth too much individually in point value. Future students should know a background in statistics is helpful, the workload is heavy, information is cumulative, and wording is very specific on exams.

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**AS.280.346.01**

**Advanced Biostatistics Laboratory**

**Instructors: Leah Jager, Margaret Taub**

Overall quality of the class: 4.64

Summary:

The students found the best aspects of this class to be the teachings on R, the small class size, the pacing of the class. Students found the worst aspects of the class to be projects and assignments have the same due dates and not enough background on programming and coding. Students felt the course could be improved by learning more about material required for assignments and no overlapping due dates. Future students should know a programming background is helpful and this course gives a strong education of R.

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**AS.280.350.01-04**

**Fundamentals of Epidemiology**

**Instructors: Darcy Phelan-Emrick, Ian Saldanha**

Overall quality of the class: 4.41

Summary:

The students found the best aspects of this course to be clear and structured teaching, availability to receive help, and both professors. The students found the worst aspects of this course to be tedious homework, slow pace of class, and exam questions being worth too many points per exam. Students felt the course could be improved by better distribution of points on exams, review sessions prior to exams, and homework assignments that are more similar to the material and formats on the test. Future students should know the course is found interesting but has difficult exams.

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**AS.280.399.01**

**Community Based Learning – Practicum Community Health Care**

**Instructors: Joseph Balabis, Lee Bone**

Overall quality of the class: 3.84

Summary:

The students found the best aspects of this course to be a manageable workload, guest speakers, and experience opportunities. The students found the worst aspects of this course to be a lack of structure, a lot of writing, and diversion from point. The students felt this class could be improved by more organization and more relevant lectures. Future students should know it is a great way to experience community health and service, and the course is a substantial time commitment.

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**AS.280.414.01**

**Leading Health Care Organizations**

**Kristian Hayes**

Overall quality of the class: 4.64

Summary:

The best aspects of this class include the interactive nature of the of the in-class discussions, the great guest speakers, learning practical skills, such as interviewing, creating a good resume, and many other

life skills, and the well versed and enthusiastic instructor. The worst aspects include the constantly changing deadlines, back-to-back assignments, and not having enough direction on how to write a case in the beginning of the semester. To improve this class students felt that they would benefit from more instruction on how to write a case analysis, and incorporating online discussions to the participation requirement. Overall, prospective students should know that this is a lecture style class and the material can be difficult at times. However, it is a student-driven learning environment and is a great class to take.

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**AS.280.419.01**

**Introduction to Practical Data Analysis in Medicine and Public Health**

**Therri Usher**

Overall quality of the class: 4.36

Summary:

The weekly exercises that aid in providing practical knowledge, learning a variety of data analysis techniques, having an insightful professor, and engaging in intellectually challenging material are identified as the best aspects of this course. The worst aspects include the hefty workload, lack of background information or clarification provided for the more difficult concepts, and having the workload concentrated toward the end of the course. To improve this class, having smaller projects due throughout the semester, implement an introduction to coding to aid students in conceptualizing concepts, and requiring more prerequisites to take this course. Overall, prospective students should know that much of the work for this class is done independently so time management is key. Also, this is a very engaging class and no prior knowledge is required but coding experience would be helpful.

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**AS.280.421.01**

**Telling Public Health Stories through Maps**

**Benjamin Davis**

Overall quality of this class: 4.67

Summary:

The best aspects of this class include the lab component, an engaging and fun learning environment, informative lectures, and learning about new aspects of public health. The worst aspects include the heavy workload, complex reading assignments, and not spending enough time on analysis methods. To improve this class having more guidance on the final project requirements, providing additional labs for students who want more exposure to the material, and better timing of lectures as they often exceed the time would be beneficial. Prospective students should have a good knowledge of using computers and know that this is not an easy course but is worth taking.

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**AS.280.422.01**

**Health Equity and Disparities: Addressing Complex Global Health Challenges**

**Meike Schleiff**

Overall quality of this class: 4.86

Summary:

The best aspects of this class include the guest lectures and having an insightful and knowledgeable professor, and the interesting and engaging course material. The worst aspects of this class include the heavy reading load, and the final project bearing most of the course grade. To improve this class having more case studies to work with, and spending more time with application/measurement strategies would be helpful. Prospective students should know that there is a lot of reading for this class but it is manageable. This is a great class to learn more about health equity and public health in general from a passionate and caring professor who forces students to step outside of their comfort zones.

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**AS.280.495.01**

**Honors in Public Health – Seminar**

**Kelly Gebo, Jennifer Schrack**

Overall quality of this class: 4.41

Summary:

The best aspects include the weekly lectures on various topics, working on independent research projects, small class size, and learning about other student's projects. The worst aspects include lack of feedback on assignments, and the heavy workload. To improve this class implementing more structured guidelines for how to progress between successive outlines, getting more substantive feedback, and potentially making this class an online seminar would be beneficial. Prospective students should know that the independent portions of this class are very important and should be self-motivated. Also, time management is necessary as there is a lot of reading and writing involved but the course provides a great learning experience with a lot of interesting material.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.230.101.01-08  
Introduction Sociology  
Timothy Nelson**

Overall quality of this class: 4.35

Summary:

The best aspects of this class include the interesting lectures, having a passionate professor, straightforward exams, and interesting classroom discussion topics. The worst aspects include the format in which topics are covered, and because of the scope of material covered some topics were glossed over and could have been discussed more in depth. To improve this class having a clear understanding of assignment deadlines, splitting midterms into smaller exams, and having more emphasis on key sociological concepts would be helpful. Prospective students should expect to learn in a fun environment with interesting material.

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**AS.230.109.01  
Freshman Seminar: Hot Topics in Education  
Julia Burdick-Will**

Overall quality of this class: 4.27

Summary:

The best aspects of this class include exploring new topics in education, interesting in-class discussions, small class size, valuable feedback from the instructor, and a relaxed learning environment. The worst aspects include the heavy workload, lengthy reading assignments, and not having enough time to work on assignments. To improve this class having a more balanced workload, more time to prepare and present debates, and having more conversations about how to actively reform policy rather than focusing on history. Prospective students should know that a background in sociology is not necessary and although the course is a lot of work, the readings are interesting and the professor is informative.

**AS.230.137.01****Special Opportunities in Undergraduate Learning: Exploring Baltimore: An Introduction to Urban Studies****Michael Reese**

Overall quality of this class: 4.85

**Summary:**

The best aspects of this class include going on various field trips, small class size, interesting and engaging course material, and hands on field experience through touring neighborhoods and interviewing people. Overall, there were no worst aspects indicated but students felt this class could be extended into a semester long course. Also, having a semester long course would allow for more in depth discussions. Prospective students should know that there is a lot of reading but the class is eye-opening and fun.

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**AS.230.175.01****Chinese Revolutions****Huei-Ying Kuo**

Overall quality of this class: 4.36

**Summary:**

The best aspects of this class include engaging course material, knowledgeable, approachable, and organized professor, and the professor's ability to connect the material learned in class with outside resources. The worst aspects include the language barrier with the professor however, as the semester progresses it becomes easier to understand, and the heavy reading workload. To improve this class, making the classroom more interactive, more writing assignments, and having more time for group discussions would be beneficial. Prospective students should know that this class is intriguing and challenging but no experience or background is necessary to do well and the workload is manageable.

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**AS.230.205.01-02****Introduction to Social Statistics****Daniel Pasciuti**

Overall quality of the class: 4.47

**Summary:**

The best aspects of this course include the very clear instructions provided, having an approachable and engaging instructor, having the topics explained and reinforced in a way that is manageable and easy to understand, and the homework assignments. The worst aspects include having a heavier workload toward the end of the course, the office hours of the instructor, and at times the homework could be difficult. To improve this class shorter problem sets, and more hands on experience would be beneficial. Prospective students should know that this class is great and no background information is necessary. The course is a useful introduction to statistics and provides tons of valuable information.

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**AS.230.213.01****Social Theory****Joel Andreas**

Overall quality of the class: 4.04

**Summary:**

The best aspects of this course include the interesting course material, having an engaging, knowledgeable, and energetic professor, and excellent reading material. The worst aspects include not having enough time for discussions after the completion of the lecture, the dense reading material, and the facilitation of in-class discussions. To improve this class incorporating seminar discussions, more in-depth review of the concepts, and more in-class activities. Prospective students should have an interest in relevant sociologists and limit procrastination. Also, students should be prepared for a heavy reading workload and spending a lot of time outside of class working on assignments.

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**AS.230.221.01****Global Social Change****Ho-Fung Hung**

Overall quality of the class: 4.29

**Summary:**

The best aspects of this class include really interesting content, discussing current issues of globalization, and having an engaging instructor. The worst aspects include not receiving enough feedback on assignments, and sometimes the lecture seemed to be too broad and more context would be helpful. To improve this class having more in-class discussions, and a more structured lecture would be beneficial. Prospective students should know that this is a good class with interesting material, and the professor is very clear and knowledgeable.

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**AS.230.223.01****Housing and Homelessness in the United States****Meredith Greif**

Overall quality of the class: 4.61

**Summary:**

The best aspects of this class include very interesting subject matter and engaging in-class discussions, and having an understanding of the real world application of homelessness. The worst aspects include the numerous amounts of reading reflections required, and some students would have preferred this class be held during an earlier time slot. To improve this class having the opportunity to have hands-on experience in the field, and more in-class group discussions would be beneficial. Prospective students should know that a lot of reading is required but students will learn valuable information about important issues.

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**AS.230.244.01****Race and Ethnicity in American Society****Meredith Greif**

Overall quality of this class: 4.89

**Summary:**

The best aspects of this class include the thought provoking in-class discussions, the various compelling reading assignments, and really engaging lectures. The worst aspects include having reading assignments that could be quite long, and more feedback on assignments would be helpful. To improve this class receiving more feedback, listing the course as writing intensive, and providing more examples of real world applications would be beneficial. Prospective students should know that this course is highly recommended and is really eye opening. Also, the conversations about race relations and open-mindedness of the students in the class make this class worth taking.

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**AS.230.265.01****Research Tools and Technologies for the Social Sciences****Smriti Upadhyay**

Overall quality of this class: 4.36

**Summary:**

The best aspects of this class include learning new techniques in excel and how to use Stata and ArcMap, having an engaging instructor, and having helpful TA's. The worst aspects include being limited to the computer labs to use Stata, and the homework assignments can become tedious. To improve this class more time devoted to group assignments, and having clearer explanations regarding assignments. Prospective students should know that this class is really useful and no prior knowledge is necessary. Also, the class provides a great introduction to the basics in research tools and technologies.

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**AS.230.310.01****Becoming An Adult****Stefanie Deluca**

Overall quality of the class: 4.86

**Summary:**

The best aspects of this course identified by students was the professor's enthusiasm, particularly regarding the subject matter, the classroom discussions, the small class size, and informative lectures. Students felt that some of the readings were dense and could have warranted further classroom discussion however, having the ability to workshop papers during class was helpful in clarifying the readings. Also, the class could be improved by incorporating more visual aids to support the topics covered in the class. Prospective students should know that the course is reading intensive but the

material is fascinating and the effort you put into the course is what you can expect to get out of the course. The classroom environment is really open and the professor is fantastic!

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**AS.230.313.01**

**Space, Place, Poverty & Race: Sociological Perspectives on Neighborhoods & Public Housing**

**Stefanie Deluca**

Overall quality of the class: 4.43

Summary:

Students indicated that this course prompts deeper thinking regarding underlying issues and felt that the readings in this course were really interesting. The professor is passionate about the issues and helped students make real work connections and applications with the course material. There is a lot of reading in this course and students felt that they could have used a more static syllabus because the reading assignments are updated frequently. Prospective students should know that this class is challenging but the course is freeform and driven by the students. One can expect to get a lot out of the course. In addition, the course focuses on material that is interesting and relevant regarding social policy and race issues today.

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**AS.230.316.01**

**African American Family**

**Katrina McDonald**

Overall quality of the class: 4.40

Summary:

Students felt that the best aspects of this course were the organic classroom discussions, the variety of ways one could earn points for grades, small class size, the way in which the professor integrated real world experiences into the course and left room for students to do the same, and the presentation of the material. There is a lot of reading and students felt that they could have benefited by having the reading assignments provided in advance but students easily managed the workload. Students looking to potentially enroll in this course should be ready to enter into a welcoming environment, the professor is open and honest, and be prepared to absorb a lot of useful and engaging information!

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**AS.230.336.01**

**Family, Gender and Sexuality in China**

**Yige Dong**

Overall quality of the class: 4.75

Summary:

Great instruction, effective and knowledgeable instructor, engaging material, and interesting discussions are just a few of the best aspects of this course. Students also felt that even without a sociology background and because the professor provided the platform for students to express themselves, they

gained confidence with the material. The reading workload can be heavy at times and suggestions for improvement included breaking up the reading assignments into longer intervals. Prospective students should know that background knowledge is not required to be successful in this course and although the course is enriching, you have to put the work in to get the most out of the class.

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**AS.230.341.01-02; 04-05**  
**Sociology of Health and Illness**  
**Emily Agree**

Overall quality of the class: 3.77

Summary:

The best aspects of this course include interesting subject matter, manageable workload, and the open discussion forum about topics in healthcare. Students also felt that help was always available if it was needed and that the instruction provided a clear and practical approach to understanding the intersection between Sociology and Medicine. One of the worst aspects included the lengthy lecture format however, the instructor is reasonable about providing breaks. There is a lot of reading for this course but some improvements include breaking up the class into two days and making the lecture more interactive. Students entering this course should know that this class is a great introduction into sociology and how it shapes health and the professor is great at developing interesting discussion topics and providing slides with plenty of visuals. Overall, a great class to take.

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**AS.230.343.01**  
**Political Sociology of Latin America**  
**Magda von der Heydt-Coca**

Overall quality of class: 3.08

Summary:

Students indicated that the course material, delivery of instruction, professor's intimate knowledge of the region and topic, and readings were the best aspects of this course. The course is reading intensive and the professor makes herself accessible to discuss topics/grading in depth. Students also indicated that the instructor's accent made the course material difficult to understand. Students also had difficulty understanding the grading rubric/system and questioned the instructor's objectivity. To improve this class, students felt that films that needed to be viewed for the course should have been done during class but the experiences in the classroom are invaluable and eye-opening. Prospective students should know that the material is covered quickly but should not be intimidated. Ultimately, the professor wants students to grasp the material and is willing to provide as much help as needed. Staying on top of the course reading is a must.

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**AS.230.359.01**  
**Research Seminar on Global Social Protest**  
**Sefika Kumral**

Overall quality of the course: 4.73

Summary:

The best aspects of this course are the readings and discussions, the professor's instructions and explanations of the course material, and being able to rely on the instructor's helpful and supportive feedback when having to digest the complex reading material. Overall, students really enjoyed the class. Some students felt that it was difficult to keep up with the coding aspect of the course but were able to catch up, keep up, and were positively benefited in the end. Students indicated that the course could be improved by adding a comparative analysis portion to the course and being able to cover broader themes. Prospective students should be aware that this course will provide the basic stepping stones on conducting research and how to work in a group setting. Also, the classroom discussions are stimulating and a lot of the coursework required for the class occurs in the classroom setting.

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**AS.230.371.01**

**Sociology of Rock**

**Timothy Nelson**

Overall quality of the course: 4.68

Summary:

Some of the best aspects of this course include very open ended discussions with plenty of room to learn, interesting content, manageable workload, helpful instructor, and the professor's use of different mediums to teach the course content. Some students indicated that there was some reluctance to speak in class, which made discussions difficult. However, the instructor helped guide the conversation to spark conversation. To improve this class a more diverse range of topics should be covered and more break off group discussions. Prospective students should expect to attend a really interesting class with an engaging instructor where no prior knowledge is needed to do well in the course. Be prepared to learn a lot about music, its history, and ascertain a greater knowledge of rock and roll.

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**AS.230.377.01**

**Colonialism and Anit-Colonialism**

**Huei-Ying Kuo**

Overall quality of the course: 4.33

Summary:

The best aspects of the course included interesting course material, an engaging and enthusiastic professor, learning about the different perspectives on colonialism and post-colonial development, and being exposed to varying perspectives on the subject. The professor is knowledgeable and presents the material in a cohesive manner. The worst aspects are that there are times the readings are overwhelming and the lectures go by quickly but the instructor supplements by providing a power point presentation. This course could be improved by decreasing the classroom size, periodic knowledge checks, and more articulate lectures. Students entering this course should be prepared to read and write a lot but the readings are fresh and different. The instructor is really passionate about the subject.

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**AS.230.381.01****Sociology of the Middle East and North Africa****Ryan Calder**

Overall quality of the course: 4.90

**Summary:**

The best aspects of the course include engaging and lively classroom discussion, presentation of the material, terrific in-class discussions with a professor who challenges your views and connects with students, and great readings and films. The worst aspect is that there is a high volume of reading and a lot of work involved in writing quality papers but this actually provided good practice for future classes. To improve this course students felt that the class should meet more often and the course should begin with an introduction to theory rather than history. Prospective students should be prepared for a fascinating class that is engaging but no prior experience is necessary to do well. The work is rigorous but manageable and the quality of discussions is contingent on the student. Participation is taken very seriously.

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**AS.230.385.01****Schooling, Racial Inequality and Public Policy in America****Stephen Morgan**

Overall quality of the course: 4.43

**Summary:**

The best aspects of the course include the course content that was interesting but also gave a complete overview of education in the US, the amount of feedback on written work, the usefulness of the material, and the in-class dialogue. The instructor is knowledgeable and explains the concepts well however, one of the worst aspects of the course is that the reading is intensive. To improve this course, students indicated that having more discussion questions and emphasis on current issues in education, rather than policy and theory. Prospective students should complete all of the readings as you could be called on at random, any moment during the lecture. Also, it could be beneficial to have a background in writing sociological analyses and a general understanding of statistics.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.225.100.01  
Introduction to Theatre  
Joseph Martin**

Overall quality of the class: 4.40

**Summary:**

The best aspects of this class include the enjoyable reading assignments, receiving an ample amount of feedback on assignments, and the amount of material covered. The worst aspects include the time slot for the class, and not being able to delve into one specific era however, this is an introductory course and a broad overview is expected. To improve this class, providing more exposure to theoretical aspects of theatre, provide power points as study reference, and potentially have the course span two semesters so each section can be reviewed in depth would be beneficial. Prospective students should be prepared to do a significant amount of reading which is interesting and informative. No prior knowledge is necessary to do well in this class.

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**AS.225.215.01  
Performing Musical Theatre  
Margaret Denithorne**

Overall quality of the class: 4.67

**Summary:**

The best aspects of this class include the interaction between students and the instructor, being able to be freely expressive, learning about how to perform and analyze songs, and having the opportunity to explore acting skills through musical theatre. Students felt the worst aspect is the meeting time, which is late at night. Also, student would have preferred more feedback on assignments. To improve this course, working in smaller groups, and having more peer feedback would be beneficial. Prospective students should be prepared to let go of any insecurities and enjoy class. Also, spending time outside of class practicing songs and researching characters is critical.

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**AS.225.301.01-02**

**Acting & Directing Workshop I**

**John Astin**

Overall quality of the class: 4.00

Summary:

The best aspects of this class include having several opportunities to learn both theory and practice, receiving thoughtful feedback from the instructor, and the interesting and engaging readings. The worst aspects include occasionally getting off track during in-class discussions, and not being able to get through all of the scenes. To improve this class, having more emphasis on scenes, meeting more often throughout the week, and having more opportunities to direct would be beneficial. Prospective students should know there is a lot of reading but the class is fun and informative. This class is a great introduction to acting and is worth taking.

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**AS.225.310.01**

**Stagecraft**

**William Roche**

Overall quality of the class: 4.60

Summary:

This class had 5 or fewer comments.

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**AS.225.314.01**

**Theater: Technical Direction**

**John Astin, William Roche**

Overall quality of the class: 4.69

Summary:

The best aspects of this class include the general overview of technical production and walkthroughs of current sets, great lecture style and classroom environment, and learning the behind the scenes aspects to theater production. The worst aspects include repetitive lectures, and not enough trips to the theater. To improve this class more trips to theaters in Baltimore, more classroom interaction with shorter lectures, and additional smaller assignments would be beneficial. Prospective students should be prepared to spend a lot of time on assignments but the class is interesting and refreshing!

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**AS.225.315.01**

**Scene Study 2**

**John Astin**

Overall quality of the class: 4.50

Summary:

This class had 5 or fewer comments.

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**AS.225.345.01**

**History of Modern Theatre & Drama**

**John Astin, Margaret Denithorne**

Overall quality of the class: 4.40

Summary:

This class had 5 or fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
WOMEN, GENDER, AND SEXUALITY DEPARTMENT**

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

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

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**AS.363.201.01  
Introduction to the Study of Women, Gender, and Sexuality  
Evelyne Ender**

Overall quality of the class: 3.11

Summary:

The best aspects of this course include interesting readings and course material, the engaging in-class discussions, the availability of the professor, and the group projects. The worst aspects include having a large class size, and students felt the professor could get off track. To improve this class, having power point presentations, more opportunities to discuss current issues, and having a smaller class size would be beneficial. Overall, prospective students should know that the class involves a lot of reading but you don't need prior knowledge. Also, students should go into the course with an open mind and know that the class is a lecture style course.

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**AS.363.315.01  
Genes, Gender and Reproduction in 20<sup>th</sup> Century America  
Marion Schmidt**

Overall quality of the class: 4.15

Summary:

The best aspects of this course include interesting course material and engaging discussions, small class size, clear structure but there is freedom to alter the topic of discussion, and helpful reading assignments. The worst aspects include lengthy reading assignments, and the physical location of the classroom. To improve this class, shorter reading assignments, frequent writing assignments that lead up to the final paper, and a better location for class meetings would be beneficial. Prospective students should have a basic understanding of gender differences in society, and be prepared to go above and beyond the minimum requirements. The bar is set high for this class but the workload is manageable.

**AS.363.326.01**  
**Capitalism and Gender**  
**Christopher Westcott**

Overall quality of the class: 4.59

Summary:

The best aspects of this course include very interesting course material, an approachable, intelligent and enthusiastic professor, the in-class discussions, and having the platform to freely express opinions. The worst aspects include receiving little feedback on assignments, lengthy readings, and the lecture style format of instruction. To improve this class, having more facilitated discussions, and more feedback on assignments would be beneficial. Prospective students should know that this class is worth taking. There is a lot of reading but the topics are engaging.

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**AS.363.417.01**  
**Internship/Practicum: Critical Theory and the Possibility of Social Justice**  
**Amy Krauss**

Overall quality of the class: 4.60

Summary:

This class had five of fewer comments.

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**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2015  
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

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**AS.220.105.06; 08  
Fiction/Poetry Writing I  
Shannon Robinson**

Overall quality of the class: 4.17

**Summary:**

The best aspects of this class include the workshops and poem discussions, having work critiqued by several individuals which provides students with a comprehensive understanding and review of their work, and engaging in-class discussions. The worst aspects include tough grading criteria, and some of the material chosen by the department. To improve this class having clearer grading standards, receiving feedback on assignments sooner, and having the freedom to choose the writing topic would be beneficial. Prospective students should know that this class requires weekly writing assignments however, the workload is manageable. Also, students should be prepared to utilize their creative writing skills and keep an open-mind when it comes to receiving feedback and criticism on assignments.

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**AS.220.105.07  
Fiction/Poetry Writing I  
Leon de Kock**

Overall quality of the class: 3.90

**Summary:**

The best aspects of this class include having a passionate professor, the group seminar setting, in-class workshops and feedback on assignments, and being able to analyze the literature. The worst aspects include a really structured syllabus which students felt impaired the creative process, and having assignments due every week. To improve this class making assignments less structured, and having more clarification on assignment requirements. Prospective students should know that this class is fun and does involve a lot of writing but the work is manageable. This is also a good course that aids in improving writing skills.

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**AS.220.105.10**  
**Fiction/Poetry Writing I**  
**Benjamin Goldberg**

Overall quality of this class: 3.67

Summary:

The best aspects of this class include having the opportunity to write both poetry and fiction, the fun and creative assignments and reading material, the interactive in-class environment, and an amazing professor who is engaging and knowledgeable. The worst aspects include vague feedback on assignments, unclear grading expectations on assignments, and the lack of online notifications for assignments. To improve this class getting more detailed responses/critiques on assignments from the professor, clear grading rubric, and more time reading short stories and poems. Prospective students should know that this class demands full effort and is constructive, as well as, enjoyable.

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**AS.220.105.11**  
**Fiction/Poetry Writing I**  
**Byron Landry**

Overall quality of this class: 4.57

Summary:

The best aspects of this class include the workshop portion of the class, the thoughtfulness and thoroughness of the feedback provided by the instructor, and the engaging classroom discussions. The worst aspects include the very demanding workload, and students indicated that some of the readings weren't helpful for improving writing skills. To improve this class, alternating the required poems, faster feedback on assignments, having more time dedicated to workshops, and having more space between assignments would be helpful. Prospective students should know that the class is not easy but it is a fun introductory class.

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**AS.220.105.12**  
**Fiction/Poetry Writing I**  
**Jessica Hudgins**

Overall quality of this class: 3.62

Summary:

The best aspects of this class include learning different styles of writing, the engaging workshops, and receiving a lot of feedback on writing assignments and one-on-one sessions with the instructor. The worst aspects include the heavy workload, not receiving enough direction on homework assignments, and a disorganized grading system. To improve this class, having more in-class discussions, having checkpoints for grades, and an organized syllabus and schedule would be beneficial. Prospective students should know this class is demanding but the creative writing assignments are fun.

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**AS.220.105.13**  
**Fiction/Poetry Writing I**  
**Madeline Raskulinecz**

Overall quality of this class: 4.50

Summary:

The best aspects of this class include having the opportunity to write fiction, the in-class workshops which proved useful, having an engaging professor, and the small and personalized class size. The worst aspects include a disconnection between what is taught during lectures and the writing assignments, and some students indicated that the poetry writing portion of class was difficult. To improve this class, having more lectures about the mechanics of writing, and having an equal balance of writing fiction and poetry would be beneficial. Prospective students can expect to become better writers after this course. This class is also very enjoyable!

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**AS.220.105.14**  
**Fiction/Poetry Writing I**  
**Carmen Dolling**

Overall quality of this class: 4.29

Summary:

The best aspects of this class include the excellent quality of feedback provided by the instructor, small classroom size, getting multiple assignments graded by the instructor and peers, and the interactive classroom format. The worst aspects include the tough grading policy, and the writing assignments can be time-consuming. To improve this class, more emphasis on the technical aspects of writing, and incorporating effort and improvement into the grading structure would be helpful. Prospective students should know this class is a lot of work but is also a lot of fun. This course provides a good introduction to creative writing.

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**AS.220.105.16; 26**  
**Fiction/Poetry Writing I**  
**Amanda Gunn**

Overall quality of this class: 3.68

Summary:

The best aspects of this class include the engaging and interesting reading material, manageable workload, interactive and fun learning environment, and workshopping other classmates writing. The worst aspects include the restrictions on assignment topics, limited amount of time for in-class discussions, and the strict grading policy. To improve this class, having more in-class time to discuss poems, providing the reading assignments through an online format, and implementing a rubric would

be beneficial. Prospective students should know that they should be comfortable sharing their work, and students should start their assignments as soon as possible to stay on track.

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**AS.220.105.17; 19**  
**Fiction/Poetry Writing I**  
**Robert Mitchell**

Overall quality of this class: 4.77

Summary:

The best aspects of this class include having an effective and encouraging professor, timeliness of assignment feedback, and the overall energy of the class. The worst aspects include having to develop new writing topics every week, and the amount of work required to produce could be time consuming. To improve this class, balancing the amount of writing and reading, and meeting more often to have more time to discuss the material would be helpful. Prospective students should know that this class contains a heavy workload but is extremely worth it as many students felt they finished as better writers.

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**AS.220.105.18; 24**  
**Fiction/Poetry Writing I**  
**Joseph Frantz**

Overall summary of this class: 4.04

Summary:

The best aspects of this class include the fun and engaging writing assignments, the interesting in-class discussions, and the quick and detailed feedback on assignments. The worst aspects include having a heavy workload, and the challenging assignments. To improve this class having a more concrete grading rubric, more in-depth review of poets, and having more small group discussions would be beneficial. Prospective students should know that this class is difficult but really aids in developing creative writing skills.

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**AS.220.105.20; 25**  
**Fiction/Poetry Writing I**  
**Taylor Daynes**

Overall quality of this class: 4.17

Summary:

The best aspects of this class include being able to read other student's writing pieces, interesting reading material, the helpful in-class workshops, and having an approachable professor. The worst aspects include the constant barrage of assignments, and the due dates for assignments seemingly weren't spaced out appropriately. To improve this class, smaller class size, having more opportunities to

revise assignments prior to submission, and spreading out the assignments would be beneficial. Prospective students should know the grading system can be tough but the course will improve writing skills. Students should also be prepared to share their work and receive criticism.

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**AS.220.105.21; 28**  
**Fiction/Poetry Writing I**  
**Cody Ernst**

Overall quality of this class: 4.52

Summary:

The best aspects of this class include the amount of constructive feedback provided by the instructor, the fun readings, and having an engaging and knowledgeable professor. The worst aspects include difficult grading rubric, and often the assignments didn't align with the topics being discussion in class. To improve this course, receiving more grades, and getting more guidance on some of the writing assignments would be helpful. Prospective students should be comfortable sharing their work and receiving criticism. Also, the workload is heavy but is manageable.

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**AS.220.105.22; 31**  
**Fiction/Poetry Writing I**  
**Lauren Winchester**

Overall quality of the class: 4.38

Summary:

The best aspects of this class include the small class size, the approachability of the professor, in-class workshop opportunities, and the engaging classroom discussions. The worst aspects include the grading system which could be harsh and subjective at times, and not receiving enough feedback on assignments. To improve this class, having more in-class writing exercises, a clearer grading system, and making the final portfolio be a bigger percentage of the course grade would be beneficial. Prospective students should know this class is manageable and will require creative thinking.

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**AS.220.105.23; 32**  
**Fiction/Poetry Writing I**  
**Michael Booe**

Overall quality of this class: 3.93

Summary:

The best aspects of this class include the creative writing process, getting detailed feedback on assignments every week, the classroom atmosphere, and having an enthusiastic professor. The worst aspects include having to attend readings outside of the classroom, and the harsh grading rubric. To improve this class, having more time to work on assignments, receiving more guidance from the

instructor, and possibly omitting the first grade until students can get acclimated to the course requirements. Prospective students should know that this is a great introductory course that provides a lot of practice with intensive reading and writing. The classroom environment is also engaging.

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**AS.220.105.27; 33**  
**Fiction/Poetry Writing I**  
**Yi Xie**

Overall quality of the class: 4.14

Summary:

The best aspects of this class include the constructive criticism receive on writing assignments, the creative assignments and readings, and the small class size. The worst aspects include having to cover a lot of material in a short period of time, and occasionally comments from peers could be unclear. To improve this class, implementing individual workshops, having more one-on-one interactions with the instructor, and spacing out the assignments so the workload wouldn't seem as heavy would be beneficial. Prospective students should know that this is a great class to take and should go into the class with an open mind.

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**AS.220.105.29**  
**Fiction/Poetry Writing I**  
**Christopher Childers**

Overall quality of this class: 4.20

Summary:

This class had five or fewer comments.

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**AS.220.105.35**  
**Fiction/Poetry Writing I**  
**Benjamin Eisman**

Overall quality of the class: 4.07

Summary:

The best aspects of this class include navigating through the creative writing process, the small class size and interaction between the instructor and students, being able to explore different writing styles, and the ample amount of feedback received on assignments. The worst aspects include receiving peer advice that often wasn't helpful, the harsh grading rubric, and lack of handouts to review outside of class. To improve this course, focusing more on individual writings and readings and less on discussions, more flexibility on which pieces to include in the portfolio, and incorporating the ability to revise

assignments would be beneficial. Prospective students should know that the professor is excellent and although there is a lot of writing, the work is fun and challenging.

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**AS.220.106.03; 06**  
**Fiction/Poetry Writing II**  
**Molly Lynch**

Overall quality of the class: 4.41

Summary:

The best aspects of this class include the open-ended assignments and the instructor's enthusiasm, the engaging readings, the small group discussions, and the classroom environment. The worst aspects include spending a lot of time workshoping, and often the assignments could be unclear. To improve this class, having more facilitated discussions, and a more organized syllabus. Prospective students should know that this is an enjoyable class and a lot of weight is placed on in-class participation. Also, the workload is manageable, and this class serves as a good entry level introduction to writing.

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**AS.220.106.04; 08**  
**Fiction/Poetry Writing II**  
**Taylor Koekkoek**

Overall quality of this class: 4.64

Summary:

The best aspects of this class include the small class size and ample amount of feedback provided by the instructor, the engaging writing and reading assignments, and the in-class discussions. The worst aspects include time consuming fiction essays, and the tedious nature of the weekly assignments. To improve this class, having more facilitated discussions, and having a clearer rubric would be helpful. Prospective students should know that this is a fun writing intensive course, and should be comfortable sharing their work with other classmates.

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**AS.220.108.01**  
**Introduction to Fiction & Nonfiction**  
**Joanne Cavanaugh-Simpson**

Overall quality of this class: 5.00

Summary:

The best aspects of this class include receiving great feedback from the instructor, the interactive classroom environment, the various classroom activities including journaling, and being guided and stimulated by the instructed through thoughtful, insightful discussions. The worst aspects include lengthy class periods, and the time consuming readings. To improve this class, having shorter or broken up class sessions, and having additional writing assignments would be beneficial. Prospective students should know that this course contains a lot of reading but it is manageable.

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**AS.220.180.01****Special Opportunities in Undergraduate Learning: Metaphor and Poetry****Joseph Frantz**

Overall quality of this class: 4.40

Summary:

This class had five or fewer comments.

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**AS.220.200.01-02****Introduction to Fiction****Katharine Noel**

Overall quality of the class: 4.63

Summary:

The best aspects of this course included the constructive feedback given during workshops, clear assignments, and the freedom to express themselves without limiting writing prompts. Some students felt that the lack of grades during the semester made it hard for them to know where they stood, and that they would have liked to spend more time workshopping. Suggestions for improvement included a more transparent grading system, and the opportunity to edit their final short story before being graded on it. Students also suggested that the class could have benefitted from being smaller, and that weekly readings shouldn't occur during workshop periods. Prospective students are advised that this class will give them a lot of ideas as to how to improve their work.

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**AS.220.200.03****Introduction to Fiction****Brad Leithauser**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included exposure to readings by a variety of authors, the class dynamic during discussion, and the practice students received in expository writing. Some students felt that there wasn't enough writing and workshopping opportunities in the class, and that the feedback could be somewhat vague. Suggestions for improvement included more feedback and guidance on writing assignments, being assigned short weekly writings, and more workshopping of student writing. Prospective students are advised that there is less story writing assignments in this class than other writing seminars.

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**AS.220.201.01**  
**Introduction to Poetry**  
**James Arthur**

Overall quality of the class: 4.69

Summary:

The best aspects of this course included the workshops which gave students the opportunity to improve their writing through the constructive feedback of their peers, engaging lectures, and an approachable instructor. Some students felt that writing a poem each week was too much and that it affected the quality of their writing. Students also felt that there wasn't enough feedback and that it wasn't timely enough for them to know where they stood in terms of how they were doing in class. Suggestions for improvement included faster grading of their assignments, better time management for the workshops, and more time to write their assignments. Prospective students are advised that they will be expected to write a poem a week making it a good class for students looking to expand their portfolio.

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**AS.220.201.02**  
**Introduction to Poetry**  
**Dora Malech**

Overall quality of the class: 4.64

Summary:

The best aspects of this course included the weekly assignments focusing on different poetic forms, constructive criticism from an enthusiastic instructor, and excellent workshops. Some students felt that the workload was overly heavy, and that some of the readings early on in the semester were very dense and hard to engage with. Suggestions for improvement included choosing a more readable textbook, and giving more timely feedback. Students also suggested that they be allowed to submit revised poems throughout the semester instead of having to rush to get them all done at the end. Prospective students are advised that the workload for this writing seminar is unusually heavy, but that it is very accessible to the creatively-inclined.

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**AS.220.201.03**  
**Introduction to Poetry**  
**Greg Williamson**

Overall quality of the class: 4.44

Summary:

The best aspects of this course included an instructor who gave very specific and helpful feedback on student's poetry, clear guidelines and expectations during workshop, and many opportunities to practice free verse style writing. Some students felt that there was a lack of student participation during in-class discussions and that the instructor could have done a better job facilitating them. A few students also felt that the writing in the course could rely too much on what were essentially templates that were asked to imitate. Suggestions for improvement included being given grades midway through the

semester, and restrictive writing prompts. Prospective students are advised that this class is mostly spent workshopping so they should be prepared to participate.

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**AS.220.206.01**

**Writing About Science I**

**David Grimm**

Overall quality of the class: 4.90

Summary:

The best aspects of this course included detailed and incredibly helpful feedback from an instructor with a lot of experience in the field, class discussions that are conducive to learning the material, and interesting guest speakers. Some students felt that weren't enough graded assignments, and that finding outside comments and interviews could be stressful. Suggestions for improvement included having more office hours, and giving students a better idea of how they're doing grade-wise during the semester. Prospective students are advised that they should have some science knowledge before enrolling, and that they should be prepared to receive a lot of sometimes harsh constructive criticism on their writing.

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**AS.220.210.01**

**Introduction to Non-Fiction: Science as a Social Activity**

**Wayne Biddle**

Overall quality of the class: 3.43

Summary:

The best aspects of this course included interesting topics of discussion, eye-opening readings, and the opportunity to gain experience writing non-fiction. Some students felt that the class was too lecture-based leaving little for class discussion, and feedback could sometimes be harsh or too focused on grammar. Students also felt the class was too long at two and a half hours, and assignment instructions were sometimes unclear. Suggestions for improvement included spending less time lecturing and more facilitating discussion, and giving more timely and constructive feedback. Prospective students are advised that they should be confident in the quality of their writing and interested in the topic before enrolling in this class.

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**AS.220.211.01**

**Journalism for Writers**

**Sarah Smith**

Overall quality of the class: 4.69

Summary:

The best aspect of this course was the instructor who had plenty of real-world experience in journalism and was able to give insightful and helpful feedback. Students were also engaged by the guest speakers

who gave vital information about the journalism industry today. Some students felt that the workload was overly heavy at times, and that poor time management led to some readings not being discussed and them to fall behind on the syllabus. A few students also felt that the course's workshop format meant little time to focus on journalism's stylistic formalities, such as AP style and formatting. Suggestions for improvement included focusing on fewer assignments, clearer instructions, and more direct feedback on student's work. Prospective students are advised that they should be open to having their work critiqued and discussed in front of their peers.

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**AS.220.309.01**  
**Writing Healthy Baltimore**  
**Karen Masterson**

Overall quality of the class: 4.40

This class had 5 or fewer comments.

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**AS.220.318.01**  
**Intermediate Fiction: Voice**  
**Matthew Klam**

Overall quality of the class: 4.62

Summary:

The best aspects of this course included the engaging professor who provided encouraging and constructive feedback, and interesting readings and class discussions. Some students felt that the lack of a minimum page requirement for stories they would be workshopping made for an inconsistent experience. A few students also thought that only having two firm deadlines made it easy to fall behind on their work. Suggestions for improvement included adding a minimum page requirement for workshopped material, and adding more writing exercises to get students into a creative mindset. Prospective students are advised that they will need to be independently driven to work on their own writing.

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**AS.220.325.01**  
**Intermediate Fiction: Story and Plot**  
**Tristan Davies**

Overall quality of the class: 4.46

Summary:

The best aspects of this course included the constructive criticism provided by both the students' peers and instructor, and having a safe space to exercise their creativity. Some students felt that while class discussion was interesting it could sometimes veer off topic, and that instructions for their assignments were sometimes unclear. A few students also felt that there wasn't enough opportunities to receive feedback given they only had three workshop assignments. Suggestions for improvement included

adding more structure to the class discussions, and giving students more opportunity to incorporate what they learned into their own writing. Prospective students are advised that they should be open to the criticism of their peers.

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**AS.220.327.01**

**Intermediate Fiction: Characters**

**Alice McDermott**

Overall quality of the class: 4.07

Summary:

The best aspects of this course included the opportunity to allow one story to evolve over the course of a semester, constructive feedback from a knowledgeable instructor. Some students felt that the class size was too large making it difficult to give the same level of review and criticism to all of the pieces workshopped. Suggestions for improvement included allowing fewer students to enroll, ensuring that the class size is manageable, or dividing class into smaller workshop groups. Prospective students are advised that they should be very thoughtful when completing the first assignments because this will be the idea they expand upon for the entire course.

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**AS.220.377.01**

**Intermediate Poetry: Poetic Forms**

**Greg Williamson**

Overall quality of the class: 4.75

Summary:

The best aspects of this course included the challenge of learning and using a variety of different poetic forms, an enthusiastic instructor, and engaging workshops. Some students felt that there wasn't enough time spent getting feedback on their work, and that the course structure was sometimes monotonous. Suggestions for improvement included giving more background on the mechanics of the forms they will be required to use. A few students also suggested spending more time on feedback, and encouraging students to give each other constructive feedback even if it might seem critical. Prospective students are advised that this course's focus is on the use of forms which can be challenging at times, and being familiar with meter is helpful.

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**AS.220.399.01**

**Intermediate Poetry: Playwriting for Poets: Suiting the Action**

**David Yezzi**

Overall quality of the class: 4.27

Summary:

The best aspects of this course included the opportunity to perform the plays they were working on, and the challenge of creating realistic scenes with verse. Some students would have liked to have a better

grasp on playwriting before having to choose what they would be working on for the entire semester. A few students also felt that the course was disorganized, and that there wasn't enough discussion on how to improve their plays. Suggestions for improvement included distributing students' plays to the class prior to discussion so they could read them ahead of time, and giving students more time to develop ideas before they have to commit to the play they'll be writing. Prospective students are advised that the class is more focused on playwriting than poetry, and that they should be comfortable reading aloud.

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