JOHNS HOPKINS UNIVERSITY

Homewood Course Guide

Summaries of Student Course Evaluations for Fall 2017

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FALL 2017
AFRICANA STUDIES

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

AS.362.112.01
Introduction to Africana Studies
Lester Spence

Overall quality of the class: 3.75

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, relevant and interesting content, and stimulating discussions. Some students felt that the feedback on grades was minimal and that assignments would have benefited from clearer instruction. Suggestions for improvement include providing more guided direction during discussions, clearer guidelines on projects and faster turnaround on graded assignments. Prospective students should expect an intellectually challenging, reading-intensive course that requires effective time management skills.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS

FALL 2017

ANTHROPOLOGY

The write-in student responses to the 4 survey questions "What are the best aspects of this course?", "What are the worst aspects of this course?", "What would most improve this class?", and "What should prospective students know about this course before enrolling?" have been summarized. 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.070.113.01
Freshman Seminar: Introduction to the Anthropology of Science and Technology
Thomas Ozden-schilling

Overall quality of the class: 4.07

Summary:
The best aspects of the class included the small class size, exposure to a fascinating approach to science and technology, and engaging, productive discussions facilitated by the professor. Students felt the workload regarding writing assignments and readings was unexpected and frequently overwhelming. Suggestions for improvement include listing the class as writing-intensive and providing clearer expectations at the beginning of the semester. Prospective students with an interest in anthropology will receive a valuable introduction to concepts relevant to a wide range of studies. No background is required to succeed in the class; however, prospective students should keep in mind that in-class and online participation are mandatory and weighted heavily in the course.

AS.070.132.01
Invitation to Anthropology
Michael Degani

Overall quality of the class: 3.92

Summary:

The best aspects of the class included the professor's knowledge and ability to introduce anthropological concepts that build upon themselves in a clear way and the smaller discussion-led TA sections. Students felt the class was too large for lectures to be fully effective, which allowed some students to check out and become distractions. It was also felt that the class did not go into enough detail on the history of anthropology and the real-world application of concepts. Suggestions for improvement include prompter grading and feedback, more communication between the professor and TAs, and more accountability for students during discussions. Prospective students will receive a valuable introduction to anthropology and ethnography. No background in anthropology is necessary and prospective students are highly encouraged to keep up with readings and actively participate in sections.

AS.070.230.01
From Jihad to Revolution: The Political Struggles of Women in the Middle East
Fouad Halbouni

Overall quality of the class: 4.11

Summary:
The best aspects of the class included the knowledgeable, passionate professor, interesting readings from a variety of perspectives, and the discussion-based format. Some students felt that the classroom environment was harmed by personal issues between students, leading to a sense of disorganization and discouraging participation. Suggestions for improvement include more guided discussions and linking historical material to the present day. Prospective students should have an interest in anthropology, political science, and gender studies and will receive a valuable introduction to the political issues facing women in the Middle East.

AS.070.231.01
Housing Matters
Valeria Procupez

Overall quality of the class: 3.75

Summary:
The best aspects of the class included the professor's knowledge, interesting subject matter and stimulating group discussions. Students felt that lectures were at times disorganized and unrelated to the material covered in discussions and readings. Some also felt that discussions could feel stifled and hostile, making them less productive than they could have been. Suggestions for improvement include more effective facilitation of discussions and a clearer link between readings and larger anthropological topics. Prospective students with an interest in anthropology will receive a valuable introduction to housing issues in the U.S. No prior knowledge is required to succeed in the course; however, students should be prepared to allot time for staying current with sometimes dense technical readings.

AS.070.235.01
Anthropology of Christianity
Johanna Richlin

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.070.317.01
Methods
Valeria Procupez

Overall quality of the class: 3.00

Summary:
The best aspects of the class included the interesting, relevant readings and the opportunity to apply practical anthropological knowledge in the field. There was a major lack of communication regarding projects, leaving many students feeling lost on who to contact, where to go, and how well they were doing. Suggestions for improvement include using class time more efficiently, allotting more time for group work, and providing more structured opportunities for location scouting. Prospective students with an interest in anthropology will receive valuable, hands-on experience applying their knowledge in the real world. They should be prepared for a considerable self-directed commitment outside of class and should have some prior knowledge of ethnography.

AS.070.343.01
On Seeing: Between Religion and Art
Saleem Al-Bahloly

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.070.485.01
About Time
Juan Obarrio

Overall quality of the class: 4.50

Summary:
The best aspects of the class included the casual, open environment that fostered meaningful discussions, the enthusiasm and knowledge of the professor, and the way the material encouraged students to critically reevaluate their beliefs. Grading was unreasonably slow and there was little feedback on assignments, leaving many students feeling uncertain, particularly later in the semester. Suggestions for improvement include more structured classes and prompter, more comprehensive feedback. Prospective students interested in anthropology and philosophy will receive a valuable, in-depth introduction to a broad range of complex anthropological theories throughout history. Prior knowledge in anthropology or philosophy is highly recommended to succeed in the course.

AS.070.493.01
Precarity
Clara Han

Overall quality of the class: 4.00

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
APPLIED MATHEMATICS AND STATISTICS

The write-in student responses to the 4 survey questions "What are the best aspects of this course?", "What are the worst aspects of this course?", "What would most improve this class?", and "What should prospective students know about this course before enrolling?" have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:
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EN.553.100.01
Introduction to Applied Mathematics and Statistics
Maxim Bichuch

Overall quality of the class: 4.08

Summary:
The best aspects of this course included the wide range of material covered, the many guest lectures and the manageable workload. Some students felt the quality of the lectures was inconsistent and the homework assignments sometimes weren't aligned with the content covered in class. Suggestions for improvement included having all professors upload their slides to Blackboard, providing more feedback on homework assignments, and ensuring that all lectures are appropriate for an introductory course. The course serves as an excellent introduction to the subject matter.

EN.553.111.01-05
Statistical Analysis I
Dwijavanti Athreya

Overall quality of the class: 3.55

Summary:
The best aspects of this course included the professor's knowledge and approachability, easy-to-follow lectures and the practical applications of the material. Some students felt that homework was too difficult and time-consuming for an introductory class. The tough grading policy and the multiple sources of material (lectures, sections, videos, etc.) also came under criticism. Suggestions for improvement included providing more assistance on homework, focusing less on theory and more on practice during lectures, and ensuring more consistency between sections. Prospective students should expect a heavy workload that requires effective time management skills.

EN.553.112.01-04
Statistical Analysis II
Fred Torcaso

Overall quality of the class: 4.18

Summary:
The best aspects of this course included the professor's knowledge and passion, well-structured lectures and straightforward syllabus. Some students felt that the exams were extremely lengthy and difficult to finish in the required time. Suggestions for improvement included mandatory homework to measure progress, providing an answer key to assignments and shorter exams. Prospective students should have taken Statistical Analysis I before proceeding to this more advanced course. The final grade is determined by homework assignments and exams.

EN.553.171.01-06
Discrete Mathematics
Beryl Castello

Overall quality of the class: 3.65

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures and intellectually stimulating material. Negative feedback included difficult exams, a disconnect between homework assignments and exams, the lack of timely responsiveness on homework, and the lack of a curve. Suggestions for improvement included aligning homework with exams, restructuring the grading rubric so that homework accounts for a larger percentage of the final grade, and instituting PILOT program for this course. Prospective students should expect an intellectually demanding, proof-based mathematics class that requires excellent time-management skills.

EN.553.291.01-02
Linear Algebra and Differential Equations
Prashant Athavale

Overall quality of the class: 4.50

Summary:
The best aspects of this course included the professor's knowledge, enthusiasm and easy-to-follow lectures. Some students felt that lectures could be overly long and that the TA-led sections were poorly run. Suggestions for improvement included posting lecture notes on Blackboard, shorter lectures and better organized sections. Prospective students should have a background in calculus and expect weekly quizzes and time-consuming homework assignments.

EN.553.310.01-04
Probability & Statistics
Cencheng Shen

Overall quality of the class: 2.04

Summary:
The best aspects of this course included the professor's approachability, the wide range of the materials covered, and the quality of the TAs. Negative feedback included confusing and unfocused lectures, the professor's lack of preparation and inability to explain concepts, and homework assignments that didn't align with the exams. Some students also felt the textbook was convoluted. Suggestions for improvement included more focused lectures, more test-like practice problems and more straightforward exam questions. Prospective students should understand self-learning is a significant part of this class.

EN.553.311.01-03
Probability and Statistics for the Biological Sciences and Engineering
Fred Torcaso

Overall quality of the class: 3.97

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, his ability to explain difficult concepts clearly, and the availability of lecture notes online. Students also praised the real-world applications of the material. Negative feedback included lengthy and difficult exams with material unrelated to homework assignments. In addition, the lack of a curve came under criticism, though students are allowed to drop one exam grade. Suggestions for improvement included shorter exams, homework problems that better matched exam questions, and instituting a curve. Prospective students should expect an intellectually demanding class that requires a serious time commitment to stay current with the material. A background in statistics and calculus is recommended.

EN.553.361.01-07
Introduction to Optimization
Donniell Fishkind

Overall quality of the class:

Summary: 4.02
The best aspects of this course included the professor's knowledge and enthusiasm, his engaging lectures, and the useful and interesting material. Some students felt that the grading was overly harsh and exams depended too much on memorization. In addition, homework required knowledge of MATLAB coding, which isn't taught in the class. Suggestions for improvement included changing the grading system to give greater weight to homework, posting lecture notes on Blackboard, providing more numerical examples during lectures, and using a textbook that better reflected the material taught during class. Prospective students should expect to attend lectures regularly to excel in the course. A solid understanding of linear algebra and calculus, along with some experience using MATLAB, is highly recommended.

EN.553.385.01
Scientific Computing: Linear Algebra
Ming Zhong

Overall quality of the class: 2.78

Summary:
The best aspects of this course included the interesting and useful content. Some students felt that the lectures were often confusing, homework didn't relate to exams, and assignments weren't returned in a timely manner. Suggestions for improvement included slowing the pace of lectures, adding more opportunities to practice coding, and improving the turnaround time for grades. Prospective students should expect an intellectually demanding, time-intensive course. Experience with MATLAB is highly recommended.

EN.553.391.01
Dynamical Systems
Prashant Athavale

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.553.400.01
Mathematical Modeling and Consulting
Beryl Castello

Overall quality of the class: 4.06

Summary:
The best aspects of this course included the interesting materials and its real-world applications. Some students felt that the workload was unduly heavy and homework assignments were excessively time-consuming. Suggestions for improvement included a more organized structure for the class and devoting more time to complex topics. Prospective students should understand that they will be required to attend lectures regularly and participate in time-intensive projects. A background in MATLAB coding is highly recommended.

EN.553.413.01
Applied Statistics and Data Analysis
Minh Hai Tang

Overall quality of the class: 3.71

This class had 5 or fewer comments.

EN.553.420.01-04
Introduction to Probability
John Wierman

Overall quality of the class: 3.45

Summary:
The best aspects of this course included the professor's engaging manner and the interesting material and its real-world applications. Students also liked the homework-weighted grading scale and the opportunities for extra credit. The TAs were cited for their helpfulness. Some students felt that the lectures were too theoretical and PowerPoint-dependent and that the homework didn't adequately prepare the class for exams, which many considered extremely difficult. Suggestions for improvement included adding more practice problems to lectures, providing answers to homework assignments and aligning homework with the material on the exams. Prospective students should be prepared for an intellectually rigorous course that requires a significant amount of self-directed studying. It is highly recommended that students have a background in calculus and discrete mathematics.

EN.553.427.01
Stochastic Processes and Applications to Finance
Bichuch Maxim

Overall quality of the class: 3.00

This class had 5 or fewer comments.

EN.553.430.01-02
Introduction to Statistics
Dwijavanti Athreya

Overall quality of the class: 3.94

Summary:
The best aspects of this course included the professor's knowledge, passion and dedication. Students appreciated her clear explanations of the often-challenging subject matter. Negative feedback centered on the amount of homework, which many considered extremely difficult and time-consuming. To improve the class, some students suggested reducing the amount of homework, providing more numerical examples to illustrate theoretical concepts and posting lecture notes online. Renaming the class (e.g. Introduction to Advanced Statistical Theory) was also proposed to better reflected the course requirements. Prospective students should expect an intellectually demanding course that requires a significant time commitment. Some familiarity with probability is considered advantageous.

EN.553.433.01

Monte Carlo Methods
James Spall

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.553.436.01-02
Data Mining
Tamas Budavari

Overall quality of the class: 3.45

Summary:
The best aspects of this course included the professor's enthusiasm, useful and interesting material, and manageable workload. Some students felt that the course was too fast-paced at times and that lectures could become difficult to follow due to discussions on coding. Suggestions for improvement included changing the class format from strictly lecture to a mix of lecture and problem-solving. Students also requested more detailed explanations about the mathematics behind the coding and more guidance on the final project. Some background in Python will prove beneficial to prospective students.

EN.553.442.01
Investment Science
John Miller

Overall quality of the class: 4.25

Summary:
The best aspects of this course included the professor's knowledge, interesting subject matter and relevance to real-world applications. Some students felt there were too many quizzes, including unannounced ones. Suggestions for improvement included posting notes online and reducing the number of quizzes. It is recommended that prospective students have some familiarity with financial terms.

EN.553.444.01-02
Introduction to Financial Derivatives
David Audley

Overall quality of the class: 3.79

Summary:
The best aspects of this course included the interesting and applicable subject matter, informative textbook, and the professor's knowledge, enthusiasm and generosity. Some students felt that the lectures occasionally lacked energy. Suggestions for improvement included more engaging lectures and

more responsive TAs. The course provides a good overview of a stimulating financial subject and is not heavily math-dependent.

EN.553.446.01
Risk Measurement/Management in Financial Markets
David Audley

Overall quality of the class: 3.50

This class had 5 or fewer comments.

EN.553.463.01
Network Models in Operations Research
Beryl Castello

Overall quality of the class: 3.86

This class had 5 or fewer comments.

EN.553.471.01
Combinatorial Analysis
Edward Scheinerman

Overall quality of the class: 4.83

This class had 5 or fewer comments.

EN.553.488.01
Financial Computing I
Daniel Naiman

Overall quality of the class: 3.75

This class had 5 or fewer comments.

EN.553.600.01
Mathematical Modeling and Consulting
Beryl Castello

Overall quality of the class: 4.20

This class had 5 or fewer comments.

EN.553.613.01-03
Applied Statistics and Data Analysis
Minh Hai Tang

Overall quality of the class: 3.96

This class had 5 or fewer comments.

EN.553.620.01-02
Introduction to Probability
John Wierman

Overall quality of the class: 3.04

Summary:
The best aspects of this course included the professor's knowledge and the advanced approach to the subject. Negative feedback included the lack of graded homework returned to students. Changing the homework policy would enable students to better learn the material. Prospective students should expect an intellectually rigorous course that requires a significant time commitment. A solid background in calculus is highly recommended.

EN.553.627.01-03
Stochastic Processes and Applications to Finance
Bichuch Maxim

Overall quality of the class: 3.82

Summary:
The best aspects of this course included the approachable professor, useful content and helpful TAs. Negative feedback included difficult exams, ungraded homework and difficult-to-follow lectures at times. A few students also mentioned the instructor's illegible handwriting, which hindered comprehension during lectures. Prospective students should expect an intellectually demanding course that requires a significant time commitment. A background in statistics, probability and real analysis is highly recommended.

EN.553.630.01
Introduction to Statistics
Dwijavanti Athreya

Overall quality of the class: 4.69

Summary:

The best aspects of this course included the professor's knowledge, passion and encouragement in helping students master the material. Some students felt that the homework assignments were extremely time-consuming and perhaps could be reduced. It is recommended that prospective students take Introduction to Probability before enrolling in this course.

EN.553.433.01-03
Monte Carlo Methods
James Spall

Overall quality of the class: 4.54

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, stimulating lectures and interesting material. Some students felt that the quantity of homework was excessive and that assignments made it difficult to study for exams. The inconsistency in TA expectations and quality was also mentioned. Suggestions for improvement included adding more practice problems in class to prepare for exams, while also reducing homework, especially during the week of exams. Prospective students should expect an intellectually rigorous class that requires effective time management skills. A background in statistics, probability and programming is highly recommended.

EN.553.636.01-03
Data Mining
Tamas Budavari

Overall quality of the class: 4.23

Summary:
The best aspects of this course included the professor's knowledge and helpfulness, the interesting and applicable material, and the opportunity to learn Python. Some students felt the class moved at too rapid a pace at times. Suggestions for improvement included devoting time to coding and programming, adding more proofs to lectures, and providing a grading rubric. A background in linear algebra, probability and programming is recommended for prospective students.

EN.553.642.01-02
Investment Science
John Miller

Overall quality of the class: 4.47

This class had 5 or fewer comments.

EN.553.644.01-02
Introduction to Financial Derivatives
David Audley

Overall quality of the class: 4.31

This class had 5 or fewer comments.

EN.553.646.01-03
Risk Measurement/Management in Financial Markets
David Audley

Overall quality of the class: 4.34

Summary:
The best aspects of this course included the professor's knowledge and lecturing ability and the comprehensiveness of the subject matter presented. Some students felt the class moved at too fast of a pace at times. Suggestions for improvement included creating more engagement during lectures. Prospective students with an interest in the financial industry will gain valuable knowledge of the subject and should be familiar with basic financial concepts.

EN.553.649.01
Advanced Equity Derivatives
John Miller

Overall quality of the class: 4.68

This class had 5 or fewer comments.

EN.553.661.01-02
Optimization in Finance
Fred Torcaso

Overall quality of the class: 4.27

Summary:
The best aspects of this course included the knowledgeable, engaging professor and the quality and helpfulness of the TAs. Negative feedback was limited. Suggestions for improvement included adding more examples to lectures and more programming assignments. Prospective students should have an interest in the financial industry and should be aware that a financial background is recommended, though not required, to take this class.

EN.553.663.01
Network Models in Operations Research
Beryl Castello

Overall quality of the class: 3.73

This class had 5 or fewer comments.

EN.553.665.01
Introduction to Convexity
Amitabh Basu

Overall quality of the class: 4.92

Summary:
The best aspects of this course included the knowledgeable professor, easy-to-follow lectures and interesting subject matter. Negative feedback included the heavy workload. Suggestions for improvement included providing more real-world examples in lectures and reducing homework assignments. Prospective students should expect an intellectually demanding course that requires effective time management skills. A background in linear algebra is highly recommended.

EN.553.671.01
Combinatorial Analysis
Edward Scheinerman

Overall quality of the class: 4.71

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, stimulating lectures and interesting subject matter. Negative feedback included the complexity of the homework. Suggestions for improvement included allowing assignments and class participation to account for a larger percentage of the final grade. A background in discrete math is highly recommended for prospective students.

EN.553.688.01
Financial Computing I
Daniel Naiman

Overall quality of the class: 4.55

Summary:
The best aspects of this course included the knowledgeable professor, clear lectures and hands-on nature of the material. Some students felt that learning three programming languages made the class feel unfocused at times. Suggestions for improvement included covering a wider range of material and holding the class in a computer lab instead of a lecture hall. Prospective students should have a background in C, C++ and Python.

EN.553.701.01
Real Analysis: Preparation for the Ph.D. Introductory Examination

Prashant Athavale

Overall quality of the class: 4.18

Summary:
The best aspects of this course included the professor's knowledge and detailed explanations that elucidated the complex material. Students praised "Blackboard Fridays" as a hands-on learning tool for mastering practice problems. A few students felt that the class spent too much time on lower-level material. Suggestions for improvement included moving to a flipped classroom approach and starting "Blackboard Fridays" at the beginning of the semester. Prospective students should have some familiarity with real analysis.

EN.553.720.01
Probability Theory I
James Fill

Overall quality of the class: 4.76

Summary:
The best aspects of this course included the professor's knowledge and organized approach, thorough lectures and intellectually stimulating material. Some students felt that first half of the class proceeded slowly and that the instructor didn't provide enough notes during lectures. Suggestions for improvement included increased use of the blackboard during class and greater consistency with homework assignments. Prospective students should expect an intellectually demanding course that requires familiarity with probability and real analysis.

EN.553.730.01
Statistical Theory
Carey Priebe

Overall quality of the class: 4.47

Summary:
The best aspects of this course included the engaging, knowledgeable professor, stimulating discussions and interesting material. Some students felt that the class was a bit disorganized at times. Suggestions for improvement included restructuring the class to allow lectures to flow in a more logical way. Prospective students should have a background in statistics.

EN.553.732.01
Bayesian Statistics
Yanxun Xu

Overall quality of the class: 3.97

Summary:

The best aspects of this course included the professor's knowledge and the useful and relevant material. Negative feedback included the time-consuming nature of the homework assignments, PowerPoint-dependent lectures, and the rapid pace of the course. Suggestions for improvements included reducing the amount of homework assignments, covering more examples in class, and providing more detailed explanations of the material. Prospective students should expect an intellectually demanding, homework-dependent class that requires excellent time management skills. Some background in higher mathematics, including statistics and probability, is highly recommended.

EN.553.737.01
Distribution-Free Statistics and Resampling Methods
Elie Younes

Overall quality of the class: 4.57

This class had 5 or fewer comments.

EN.553.738.01
High-Dimensional Approximation, Probability, and Statistical Learning
Mauro Maggioni

Overall quality of the class: 4.43

Summary:
The best aspects of this course included the knowledgeable professor, interesting subject matter and wide range of material covered. Some students felt that the class moved at too rapid a pace at times. Suggestions for improvement included increasing the amount of homework assignments, which would enhance comprehension of the material. A background in statistics and probability is required for prospective students.

EN.553.749.01
Advanced Financial Theory
Helyette German

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.553.761.01
Nonlinear Optimization I
Daniel Robinson

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, the well-organized lectures and the interesting materials with many real-world applications. Negative feedback included inconsistent and sometimes harsh grading of homework assignments by TAs. To improve the class, students suggested including more information about how algorithms are structured and holding a weekly TA review session. Prospective students should have a fundamental knowledge of linear algebra, matrices and real analysis.

EN.553.781.01
Numerical Analysis
Nicholas Charon

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.553.782.01
Statistical Uncertainty Quantification
Mengyang Gu

Overall quality of the class: 4.25

This class had 5 or fewer comments.

EN.553.792.010-02
Matrix Analysis and Linear Algebra
Donniell Fishkind

Overall quality of the class: 4.64

Summary:
The best aspects of this course included the professor's knowledge and teaching style, the well-organized lectures and useful subject matter. A few students felt the second half of the course moved too fast. Suggestions for improvement included having the professor post his lecture notes on Blackboard and better aligning homework with exams. Prospective students should have a background in linear algebra and real analysis.

EN.553.831.01
Advanced Topics in Nonparametric Bayesian Statistics
Yanxun Xu

Overall quality of the class: 4.80

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
ART

The write-in student responses to the 4 survey questions "What are the best aspects of this course?", "What are the worst aspects of this course?", "What would most improve this class?", and "What should prospective students know about this course before enrolling?" have been summarized. 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: 4.70

Summary:

The best aspects of this course included the knowledgeable, engaging professor, interesting subject matter, and hands-on nature of the class. In addition, students commented on the positive impact of seeing progressive improvement in their drawing skills by semester's end. Negative feedback included the physically demanding nature of the class, which lasted 3.5 hours. Suggestions for improvement include higher-quality art supplies and more options for subject matter. No prior art experience is necessary. Prospective students should expect to see a marked improvement in their drawing skills by the end of the course.

AS.371.133.01
Oil Painting I
Craig Hankin

Overall quality of the class: 4.80

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interesting subject matter and valuable group critiques. Negative feedback was limited. Suggestions for improvement include more demonstrations of painting techniques and more time to work on paintings in class. Prospective students should expect a rewarding and time-intensive painting class.

AS.371.134.01
Painting Workshop II
Barbara Gruber

Overall quality of the class: 4.29

Summary:

The best aspects of this course included the professor's knowledge, enthusiasm and approachability; the hands-on nature of the class; and the "stepping-stone" assignments that build one another. Some students felt that the instructor imposed her art biases on the class. Suggestions for improvement included providing more art supplies with the class. Prospective students should expect a time-intensive painting class. Some familiarity with painting or drawing is beneficial.

AS.371.147.01
Design Studies: Art of Architecture
Charles Phinney

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the professor's expertise and enthusiasm, the in-class drawing exercises and the thorough feedback. Some students felt that the workload was heavy and the assignments required higher-level skills at times. Suggestions for improvements included adding a greater emphasis on the art of drawing, reducing the number of projects and providing clear expectations for assignments. Prospective students should expect an intellectually demanding class with a heavy emphasis on design. A background in drawing is recommended, though not required.

AS.371.149.01
Visual Reality
D.S. Bakker

Overall quality of the class: 4.58

Summary:

The best aspects of this course included the insightful professor, open-ended assignments and opportunities for peer learning. Negative feedback was limited. Suggestions for improvement included learning more art techniques and greater access to art supplies in class. Prospective students should expect a fun, creative class that requires no background in art.

AS.371.151.01
Photoshop/Digital Darkroom

Howard Ehrenfeld

Overall quality of the class: 4.44

This class had 5 or fewer comments.

AS.371.152.01
Introduction to Digital Photography
Howard Ehrenfeld

Overall quality of the class: 4.40

Summary:

The best aspects of this course included the professor's knowledge and helpfulness, the compelling subject matter, and the regular field trips. Some students felt that the class had a disorganized structure and that feedback was at times lacking. Suggestions for improvement included providing more instruction on Photoshop, giving more feedback on assignments and reorganizing the Blackboard site, which was often confusing. Prospective students should expect a challenging and creative learning experience that includes field trips. Some knowledge of photography is beneficial, though not required.

AS.371.154.01
Introduction to Watercolor
Suzanne Kopf

Overall quality of the class: 4.40

Summary:

The best aspects of this course included the knowledgeable professor, variety of assignments and ability to learn different painting techniques. Negative feedback included the heavier than expected workload and the lack of class time devoted to actual painting. Suggestions for improvement included holding more classes outside and allotting more time for in-class painting. Prospective students should expect a creative and time-intensive painting class. No formal art background is required.

AS.371.155.01
Introduction to Sculpture
Larcia Premo

Overall quality of the class: 4.83

Summary:

The best aspects of this course included the attentive, knowledgeable professor, the creative nature of the class, and the opportunity to work with different materials. Negative feedback included a lack of

guidance on projects at times and the time-intensive nature of some assignments. Suggestions for improvement included allowing more flexibility in choosing subject matter for assignments and providing printed or emailed instructions for complex procedures (e.g. plaster casting). Prospective students should expect a creative, enjoyable art class that requires a significant time commitment. There is a $100 lab fee for this course.

AS.371.162.01-02
Black and White: Digital Darkroom
Phyllis Berger

Overall quality of the class: 4.65

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, the use of high-end photographic equipment and the hands-on creative nature of the class. Students also appreciated the regular field trips. Negative feedback included the time-consuming nature of editing photographs and the lab fee to print photographs. To improve the class, some students suggested adding more field trips and providing a clearer list of assignments. Prospective students should expect a challenging and enjoyable photography class that emphasizes hands-on experiences. Be aware that there is a lab fee to print photographs.

AS.371.165.01
Location Photography
Howard Ehrenfeld

Overall quality of the class: 4.70

Summary:

The best aspects of this course included the knowledgeable, encouraging professor, creative freedom on assignments and access to high-end photographic equipment. Students also appreciated the regular field trips. Negative feedback included the time-consuming nature of editing and the sometimes-long wait times to print photos. Suggestions for improvement were limited. Prospective students should expect a creative and enjoyable learning experience that requires a significant time commitment outside of class. Be advised there is a lab fee to print photographs.

AS.371.303.01-02
Documentary Photography
Phyllis Berger

Overall quality of the class: 4.84

Summary:

The best aspects of this course included the knowledgeable, approachable professor, the development of photography skills and the regular field trips. Some students felt that feedback on assignments was sporadic and that final grade was too dependent on the final project. Suggestions for improvement included providing a grading rubric, increasing the amount of time spent learning techniques, and allowing greater flexibility on subject matter for projects. Prospective students should expect a creative and enjoyable photography class that includes field trips. There is a lab fee for printing photographs.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
BEHAVIORAL BIOLOGY

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

AS.290.303.01
Animal Communication
Kirsten Bohn

Overall quality of the class included the 4.62

Summary:
The best aspects of the class included the small class size, knowledgeable, enthusiastic professor, and consistent feedback on student work. Some students felt that classes were disorganized and not as productive as they could have been. Some students also felt there was not enough time to discuss topics in-depth. Suggestions for improvement include more structured classes and more time to work on labs. Prospective students with an interest in behavioral biology will receive a valuable introduction to a broad range of concepts. Prior knowledge of animal behavior and physics is recommended but not required to succeed in the class, and prospective students should be prepared to complete lab projects, writing assignments, and scientific readings.

AS.290.420.01
Human Sexual Orientation
Chris Kraft

Overall quality of the class: 4.27

Summary:
The best aspects of the class included the interesting topics and engaging, approachable professor. Students felt the content of the class was somewhat surface-level and discouraged deeper discussions on topics. Some students also felt the perspectives presented in the material were limited and often outdated. Suggestions for improvement include updating the class material and restructuring classes to facilitate more insightful discussion. Prospective students interested in behavioral biology and human sexuality will receive a valuable introduction to human sexual orientation. Be prepared to complete weekly writing assignments and approach all material with an open mind.

AS.290.490.02
Senior Seminar: Behavioral Biology
Peter Holland

Overall quality of the class: 4.81

Summary:
The best aspects of the class included the discussion-led class structure and knowledgeable, engaging professor. Some students felt the reading workload was sometimes overwhelming and that there was often a lack of participation that stalled discussions. Suggestions for improvement include holding students more accountable for participation and providing slightly more structure. Prospective students with an interest in behavioral biology will gain valuable experience researching and presenting on a wide variety of topics. They should be prepared to complete weekly readings and lead classroom discussions.

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

1-Poor

2-Weak

3-Fair

4-Good

5-Excellent

AS.020.104.01
Freshman Seminar: From Genes to DNA and Back
E. Moudrianakis

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the breadth of concepts covered and the relaxed, discussion-led structure of the class. Students felt the organization of the presentations discouraged them from engaging with material unrelated to their topic. Many students also felt the grading system was unnecessarily opaque, with many unsure of their grade until the final days of the semester. Suggestions for improvement included giving more background information on readings and encouraging more student interaction outside of presentations. Prospective students with an interest in the history of genetics will receive a valuable, discussion-led introduction to the evolution of genetic theory. Prior knowledge of genetics is helpful for contextualizing the information presented but not necessary to succeed in the class.

AS.020.106.01-02
Freshman Seminar: Tuberculosis
Robert Horner

Overall quality of the class: 4.23

Summary:
The best aspects of the class included the fascinating applications of the material to a range of studies and the knowledgeable, approachable professor. Students felt the lecture format was ill-suited to the small class size, making it difficult to remain engaged. Some students also felt there was not enough explanation of the assigned articles or student projects, making it easy to fall behind in class. Suggestions for improvement included providing more consistent feedback on student work and allotting more time to discuss scientific papers. Prospective students with an interest in microbiology will receive an interesting overview of the research that has gone into tuberculosis. Prior knowledge of microbiology or immunology is helpful but not necessary to succeed in the class; however, prospective students should be prepared to allot time to understand often complex readings.

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

Overall quality of the class: 4.29

Summary:
The best aspects of the class included the light workload, emphasis on small group work, and the knowledgeable, approachable professor. The presentation-led structure of the class seemed to discourage students from paying attention to subjects that they were not presenting on, leading to a lack of participation and retention of information. Suggestions for improvement included more structured discussions, stricter guidelines for presentations, and more student accountability. Prospective students with an interest in scientific history will receive a valuable introduction to a wide range of biological and medical breakthroughs. Background knowledge of chemistry and microbiology is helpful but not required to succeed in the class and students are highly encouraged to participate in discussions to gain the most from the course.

AS.020.131.01-02
Bacterial Evolution Project Lab
Katherine Cox

Overall quality of the class: 4.69

Summary:
The best aspects of the class included the hands-on introduction to experimental techniques, coding, and DNA analysis and independent study fostered by the professor. Many students felt the computing aspects of the class were convoluted and prone to technical difficulties, making class time less productive and slightly discouraging. Suggestions for improvement included better in-class time management and a more comprehensive introduction to the coding aspects of the class. Prospective students with an interest in microbiology will receive a valuable, practical introduction to experimenting with and studying bacteria. Prior knowledge of lab procedure and basic coding is not required but highly recommended to succeed in the course, and students should be prepared to allot time to sometimes lengthy experiments, coding, and lab reports.

AS.020.132.01
Biology, Policy, and the Media
Riti Gupta, Jessica Winger

Overall quality of the class: 3.93

Summary:
The best aspects of the class included the light workload that emphasized student understanding of issues and the engaging, intellectually stimulating class discussions regarding real-world issues facing biology. Some students felt the homework and exam questions were unrelated to what was discussed in class and unreasonably convoluted. Suggestions for improvement included communicating clearer expectations for homework and exams, providing more context for assigned readings, and emphasizing the role of media in the class. Prospective students with an interest in biology and scientific policy will receive a valuable introduction to the intersections of research, politics, and culture. General knowledge of biology is helpful but not required to succeed in the course, and students are highly encouraged to participate in class discussions.

AS.020.135.01
Project Lab: Phage Hunting
Emily Fisher

Overall quality of the class: 4.96

Summary:
The best aspects of the class included the hands-on exposure to lab techniques and the independence students had in research, experimentation, and pacing. Because the lab is so independent, students found it difficult to receive comprehensive feedback and often felt uncertain about deadlines and progress. Suggestions for improvement included more consistent feedback on assignments and more opportunities to collaborate with other students. Prospective students with an interest in genetic research will receive valuable hands-on lab experience while working on their own independent research. A background in lab protocol and biology is helpful but not at all necessary to succeed in the course, and students should be prepared for a considerable amount of self-guided learning.

AS.020.140.01
Emerging Infectious Diseases
Shelby Winans

Overall quality of the class: 4.38

Summary:
The best aspects of the class included the relaxed classroom environment, in-depth introduction of each topic, and the engaging class discussions that allowed students to contextualize and debate a wide range of disease-related topics. Many students felt the grading system was unclear and subjective, a problem compounded by the lack of feedback on student work. Suggestions for improvement included providing clear outlines on assignments and more feedback on student work. Prospective students with an interest in disease studies will receive a valuable overview of a wide range of issues facing infectious

disease research. No prior biology background is required; however, students are highly encouraged to actively participate in discussions and avoid falling behind in readings.

AS.020.151.01
General Biology I
Rebecca Pearlman, Richard Shingles

Overall quality of the class: 4.02

Summary:
The best aspects of the class included the light out-of-class workload, straightforward presentation of topics, and breadth of study material provided including recorded lectures, previous exams, and low-stakes homework assignments. Many students felt the short-answer exam and homework questions were confusingly worded and graded too harshly. Some students also felt the pacing of material was uneven, with basic concepts and clicker questions taking too much time away from more complex topics like genetics. Suggestions for improvement include restructuring exams and homework assignments and reorganizing lectures to be more engaging and interactive. Prospective students with an interest in biology will receive a valuable overview of the fields of biology. Background knowledge of general biology is helpful but not required and students should be prepared to take advantage of the many sources available to them while studying.

AS.020.151.02
General Biology I
Christov Roberson

Overall quality of the class: 4.67

Summary:
The best aspects of the class included the straightforward material, fair exams, and the incredibly engaging, knowledgeable, and animated teaching style of Professor Roberson. Many students felt that both the homework and clicker questions were confusingly worded and not at all helpful in understanding the material. Some students also felt the course was slowly paced, making it difficult to remain engaged throughout lectures. Suggestions for improvement include a slightly faster pace and providing more practice problems in class and as homework. Prospective students with an interest in biology will receive a valuable introduction to a broad range of biological concepts. Prospective students do not require a background in biology; however, they should be prepared to allot time to out of class memorization and assigned problem sets.

AS.020.153.01-07
General Biology Laboratory I
Rebecca Pearlman

Overall quality of the class: 4.22

Summary:

The best aspects of the class included the hands-on lab experience, light workload, and opportunity to work on a single longer project, which gave a sense of weight and real-world relevance to the experiments being conducted. Students felt the grading scale was unclear and overly harsh. Some students also felt the course was not particularly challenging at times, making it difficult to remain engaged. Suggestions for improvement include standardizing the grading system between TAs and making sure labs relate more directly to General Biology lecture courses. Prospective students with an interest in biology will receive a valuable, hands-on introduction to a range of biological experiment and research procedures. Prior or concurrent background in general biology is recommended to succeed in the course, and students can expect a relatively light workload involving labs and weekly lab reports.

AS.020.161.01
Current Events in Biology I
Rebecca Pearlman

Overall quality of the class: 4.93

Summary:
The best aspects of the class included the open, low-stress environment fostered by the professor and the breadth of contemporary issues discussed each week. Students had very few complaints about the course except that the more advanced biological concepts felt rushed. Suggestions for improvement include introducing more videos or other visual components and providing more opportunities to learn outside of class. Prospective students with an interest in biology will receive a valuable, discussion-led introduction to real-world issues facing the field. Be prepared to participate in group discussions and frequent class presentations.

AS.020.303.01
Genetics
Kyle Cunningham, Emily Fisher, Myles Hoyt

Overall quality of the class: 3.72

Summary:
The best aspects of the class included the well-organized, engaging lectures; clear passion and knowledge all three professors have for the subject; and the frequent attempts to tie topics to current events involving genetic research. Many students felt the exam questions were needlessly complicated and failed to reflect material covered in class. Students also felt the class was too fast-paced and assumed too much knowledge, making it easy to fall behind. Suggestions for improvement include providing more practice problems and resources for studying, introducing sections to allow students to solidify their understanding of lectures, and focusing more on general concepts rather than genetic annomolies in the 2nd and 3rd units. Prospective students will receive an in-depth introduction to genetics. Prior knowledge of microbiology is strongly recommended to succeed in the course, and students should be prepared to allot a significant amount of time to comprehending material outside of class.

AS.020.305.01

Biochemistry
Anna Coppola, Vincent Hilser, Christian Kaiser, Kathryn Tifft Oshinnaiye

Overall quality of the class: 4.09

Summary:
The best aspects of the class included the knowledge and availability of the professors, the fascinating ways lectures became interconnected, and the emphasis on intuitive understanding of concepts rather than out-of-context memorization. Many students felt the exams—particularly the four midterms—were overwhelming in length, did not align with homework and class material, and were too vaguely worded. The environment and sheer size of the class also made it difficult to remain focused during lectures. Suggestions for improvement include fewer exams, more problem sets, and more opportunities for review. Prospective students with an interest in biochemistry will receive a valuable introduction to a broad range of concepts crucial to a career in biology, chemistry, and medicine. A solid background in biology, chemistry, and calculus is highly recommended to succeed in the class, and students should be prepared to allot a significant amount of time to self-directed learning.

AS.020.315.01, AS.020.315.03, AS.020.315.04
Biochemistry Laboratory
Robert Horner

Overall quality of the class: 3.75

Summary:
The best aspects of the class included the interesting labs that overlapped with the biochemistry lecture course and the helpfulness of the professor and TA. Many students felt the quizzes were poorly worded, unnecessarily difficult, and unhelpful in gauging students' understanding of the material. Suggestions for improvement include changing the structure of the quizzes and having lab reports weighted more heavily in grading. Prospective students with an interest in biochemistry will receive a hands-on introduction to the application of biochemical concepts in a research setting. Prior knowledge of biochemistry is required to succeed in the course.

AS.020.329.01
Microbiology
Jocelyne Diruggiero, Emily Fisher

Overall quality of the class: 4.21

Summary:
The best aspects of the class included the interesting articles and primary sources, which encouraged students to write, read, and talk about concepts in a scientific way, and the effectiveness of lectures and discussions in the first half of the semester. Many students felt the two halves of the semester were disconnected and radically different from one another. Students also felt that the structure of the second half of the semester was unnecessarily confusing and discouraged participation. Suggestions for improvement include more structured discussions and presentations, clearer grading criteria, and having the course be taught by one professor. Prospective students with an interest in biology will

receive a valuable introduction to prokaryotic and viral studies, an aspect of biology often overlooked in other classes. Prospective students should have some background in general biology and should be prepared to complete weekly readings, homework assignments, and papers.

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

Overall quality of the class: 4.08

Summary:
The best aspects of the class included the low-stress seminar structure which encouraged understanding concepts rather than memorizing details and the engaging, knowledgeable guest lecturers. Lectures often felt disorganized and beyond the scope of most of the students. Many students also felt that TA grading was unreasonably subjective and harsh, particularly for the first exam. Suggestions for improvement include adding readings or pre-lecture materials to contextualize more advanced concepts and clarifying the expectations and grading criteria of assignments. Prospective students with an interest in astronomy will receive a valuable introduction to the ways biology, astronomy, and physics intersect and inform one another. A broad background in biology, chemistry astronomy, and physics is recommended but not necessary to succeed in the course.

AS.020.340.01-04
Genetics Laboratory
Carolyn Norris

Overall quality of the class: 3.91

Summary:
The best aspects of the class included the engaging professor, low-stress environment, and hands-on exposure to genetic research. Many students felt that the class was very disorganized, making it difficult to prepare for assignments, complete labs, and receive grades in a timely manner. Suggestions for improvement include more organized use of class time and more guidance on experiments. Prospective students with an interest in genetics will receive a valuable hands-on introduction to genetic research. A strong background in cell biology is required and some familiarity with lab procedures and genetics is highly recommended to succeed in the course.

AS.020.360.01
Gene Regulation During Development and Disease
Robert Johnston

Overall quality of the class: 4.37

Summary:
The best aspects of the class included the interesting topics and current events covered and the passionate, knowledgeable professor. Some students felt the lectures were extremely disorganized and

unreasonably difficult to follow, resulting in confusion over expectations and a sense that students needed to lead the class themselves. Suggestions for improvement included more prepared lectures, greater clarification on expectations, and listing the course as writing intensive. Prospective students with an interest in genetics will receive an in-depth introduction to the latest research being conducted in the field. A solid background in genetics and cell biology, along with comfortability reading dense research papers, are crucial to succeeding in the course.

AS.020.362.01
Single Molecule Approaches to Biology
Christian Kaiser

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the low-stress environment of the class and the effectiveness of the professor at making highly technical topics understandable. Lectures frequently went over their allotted time and were difficult to remain engaged in. Some students also felt the scheduling changes to lectures, discussions, and due dates created unnecessary challenges. Suggestions for improvement include reorganizing the syllabus and condensing some of the lectures. Prospective students with an interest in molecular biology will receive an in-depth introduction to a fascinating, challenging field of study. A strong background in physics and biology is essential to succeeding in the course.

AS.029.379.01
Evolution
Carolyn Norris

Overall quality of the class: 4.27

Summary:
The best aspects of the class included the clear, fair expectations, interesting topics that gradually build on one another, and the knowledge and enthusiasm of the professor. Some students felt that the instructor was frequently disorganized and inconsistent in giving feedback on student assignments. Suggestions for improvement included adding a TA to the class and providing more feedback on homework assignments. Prospective students with an interest in biology will receive a valuable introduction to a broad range of evolutionary mechanisms and concepts. A solid background in biology—especially genetics—is highly recommended for succeeding in the class, and prospective students are encouraged to seek help from the professor whenever they are struggling.

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

Overall quality of the class: 4.57

Summary:
The best aspects of the class included the effectiveness of the professor, the challenging material, and the exposure to a fascinating approach to biological systems. Many students felt there was a lack of resources for studying and a lack of feedback on assignments, leaving them unsure of their grades or understanding of the material. Suggestions for improvement included a more comprehensive syllabus, more concise readings, and more feedback on student progress. Prospective students with an interest in biology will receive a valuable introduction to a challenging, novel approach to cell biology. A strong background in biochemistry, organic chemistry, and physics is crucial to succeeding in the course.

AS.020.385.01
Epigenetics
Xin Chen, John Kim

Overall quality of the class: 4.93

Summary:
The best aspects of the class included the interesting material and the engaging, challenging assignments that encouraged critical thinking. Some students felt that the workload could be extremely heavy at times coupled with a lack of feedback on assignments. Suggestions for improvement include shifting focus from presentations to class discussions and allotting time for lectures. Prospective students with an interest in genetics will receive a valuable introduction to a challenging new field. Some background in developmental biology and genetics is recommended to succeed in the course, and students should be prepared to allot time for readings and weekly writing assignments.

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

Overall quality of the class: 4.77

Summary:
The best aspects of the class included the opportunity to help other students, work closely with professors, and review concepts in general biology. Many students felt the weekly meetings were difficult to schedule and not at all helpful. Some students also felt the workload was uneven, with mentors being stretched thin during exam weeks and often having nothing to do in non-exam weeks. Suggestions for improvement included cutting down on the number of meetings, providing answer keys for problem sets, and assigning more mentors per session. Prospective students with an interest in biology and teaching will gain valuable mentoring skills while strengthening their own understanding of general biological concepts. A strong background in biology is required to succeed as a mentor, and prospective students are encouraged to begin making their problem set well in advance.

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

EN.580.111.01-02, 09-11, 15-25
BME Modeling and Design
Eileen Haase, Elizabeth Logsdon

Overall quality of the class: 3.63

Summary:

The best aspects of this class included the hands-on engineering experience, collaborative group projects, faculty lab visits, and stimulating Thursday lectures. Students also praised the fun, creative nature of the class. Negative feedback included confusing instructions and ambiguous deadlines for projects; the lack of communication and coordination between instructors, TAs and lab managers; and harsh grading by some TAs. Many students also felt that the workload was extremely heavy for a 1- or 2-credit course. Suggestions for improvement included providing clear instructions and deadlines for all projects, more guidance on the arms model, and a standardized grading rubric for students and TAs. Several students also suggested adding a session early in the semester on how to write an effective lab report and moving to smaller groups for projects. Prospective students should expect an intellectually stimulating, deadline-driven course that requires a significant time commitment. Group projects are the norm and some familiarity with writing college-level lab reports and general physics is recommended.

EN.580.111.03-04, 07-08, 12, 14, 26-27
BME Modeling and Design
Eileen Haase

Overall quality of the class: 3.77

Summary:

The best aspects of this class included the interesting lectures, team-based project and creative freedom to devise solutions. Students also praised the helpfulness of the lab manager and the class trip to Six

Flags. Some students felt that there was a lack of clarity regarding instructions, goals and due dates for projects and that the workload was overwhelming for a 2-credit course. Suggestions for improvement included providing clearer directions and expectations, centralizing assignment information in one place, and replacing the Foamcore project. Prospective students should expect a challenging and enjoyable design course that requires excellent time management skills. Group projects are the norm. Some familiarity with physics is recommended.

EN.580.211.01, 04-05, 07-09, 11, 13
BME Design Group
Amir Manbachi

Overall quality of the class: 4.53

Summary:

The best aspects of this course included the engaging lectures, real-world applications of the project and opportunity to work as part of a team. Some students felt that there was conflicting feedback at times, a few lectures weren't relevant, and the schedule of deliverables could be burdensome. Suggestions for improvement included allotting more time for group work, providing clearer expectations for assignments and reducing the number of deliverables. Prospective students should expect an intellectually challenging and rewarding design course that requires effective time management skills. The course is highly recommended for all engineering students.

EN.580.211.03
BME Design Group
Elizabeth Logsdon

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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

Overall quality of the class: 3.84

Summary:

The best aspects of this course included the knowledgeable, enthusiastic professor, engaging discussions on cutting-edge information, and team-based learning opportunities. Students also praised the use of Panopto and the availability of TAs. Negative feedback included the lengthy homework assignments that weren't returned in a timely manner, unclear and arbitrary grading system, and extremely fast-paced nature of the course. Students also mentioned that the three-professor format sometimes had a disjointed feel due to the different teaching styles and expectations of the instructors. Suggestions for

improvement included providing prompter feedback on assignments, creating a standardized grading rubric for the entire class, and streamlining the content and slowing down the pace of the course. A study guide for each section of the class was also mentioned. Prospective students should expect an intellectually challenging, homework-intensive course that requires excellent time management skills. A background in AP Biology and Chemistry is recommended.

EN.580.311.01, 04, 07-09, 11, 13
BME Design Group
Amir Manbachi

Overall quality of the class: 4.16

Summary:

The best aspects of this course included the engaging lectures, valuable feedback and team-based projects. Some students felt that there were too many deliverables unrelated to the main project. Suggestions for improvement included reducing the number of deliverables and converting some lectures into project time. Prospective students should expect an intellectually stimulating and rewarding, team-based design course that requires a significant time commitment. The course is highly recommended for anyone interested in working at a BME startup.

EN.580.311.02, 06, 12
BME Design Group
Nicholas Durr

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.580.311.03, 10
BME Design Group
Elizabeth Logsdon

Overall quality of the class: 4.67

This class had 5 or fewer comments.

EN.580.321.01-05
Statistical Mechanics and Thermodynamics
Michael Beer

Overall quality of the class: 3.86

Summary:

The best aspects of this course included the enthusiastic and knowledgeable professor, interesting and useful subject matter, and helpful quizzes and clicker questions that enabled students to stay current with material. Students also praised the quality of the textbook and the responsive TAs. Negative feedback included the heavy workload, extremely difficult and lengthy exams, and cluttered lecture slides, which hindered comprehension. Suggestions for improvement included aligning homework with exams, adding more practice problems to lectures, providing more time for exams, and reducing the number of quizzes. Some students suggested that the class would benefit by shortening the first (and easiest) section and lengthening the third (and more challenging) section. Prospective students should expect an intellectually rigorous, highly theoretical course that requires a significant time commitment. Be advised the class becomes progressively more difficult as the semester goes on. A background in calculus and statistics is recommended.

EN.580.410.01-03
Effective Teaching and Management of Engineering Teams
Eileen Haase

Overall quality of the class: 4.42

Summary:

The best aspects of this course included the opportunity to work with freshmen, teaching introductory course materials and gaining new leadership skills. Some students felt that the assignment guidelines were often unclear and the support provided by TAs was inconsistent at times. Suggestions for improvement included providing clearer instructions and expectations for lab work, posting dates for all required out-of-class activities, and giving more feedback on teaching skills throughout the semester. Implementing measures to foster better communication between TAs, lab managers and students was also mentioned. Prospective students should expect a challenging and rewarding course that requires some out-of-class activities. This class will help students improve their teaching and leadership skills.

EN.580.411.01, 04-05, 07-09, 11, 13
BME Design Group
Amir Manbachi

Overall quality of the class: 3.99

Summary:

The best aspects of this course included the ability to work with experts, the freedom to choose and design a project with real-world applications, and the opportunities for team-based collaboration. Some students felt that the workload could be heavy at times, especially the time devoted to deliverables. Suggestions for improvement included adding more group time by reducing the number of lectures and deliverables. Better training on lab equipment and more constructive feedback were also mentioned by several students. Prospective students should expect a rewarding, project-based class that requires a significant time commitment.

EN.580.411.02, 06, 12
BME Design Group
Nicholas Durr

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.580.411.03, 10
BME Design Group
Elizabeth Logsdon

Overall quality of the class: 4.75

This class had 5 or fewer comments.

EN.580.413.01
Design Team, Team Leader Seminar
Nicholas Durr, Elizabeth Logsdon, Amir Manbachi

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the opportunity to lead a design team and learn from other leaders. Some students felt that the 8am class time hampered class effectiveness. Suggestions for improvement included making classes more interactive and providing more lectures on leadership resources and project management styles. A later class start time was also mentioned. Prospective students will learn valuable leadership and team-building skills. It is a required course for Design Team leaders.

EN.580.421.01-04
Systems Bioengineering I
Natalia Trayanova

Overall quality of the class: 3.61

Summary:

The best aspects of this course included the wide range of interesting material presented by different expert instructors and availability of recorded lectures. Some students felt that the course covered too much material, the homework and exams were often extremely difficult, and there was a lack of timely, constructive feedback. Some students also felt the support provided by some TAs was minimal. Suggestions for improvement included adding more practice problems, aligning homework with

lectures, reducing the number of assignments, and restructuring the class so it's taught by one or two professors. Prospective students should expect an intellectual challenging, homework-dependent course that requires a significant time commitment. Joining or forming a study group is recommended to stay current with this fast-paced class. Some knowledge of MATLAB will prove beneficial.

EN.580.423.01-02, 04
Systems Bioengineering Lab I
Eileen Haase

Overall quality of the class: 3.94

Summary:

The best aspects of this course included the hands-on nature of the labs which demonstrated the concepts learned in SBE I. Negative feedback included unclear instructions on labs, ambiguous grading on lab reports, and TAs who lacked essential information. Some students felt that the lab reports were unduly burdensome and that the last one was especially challenging due to time constraints. Suggestions for improvement included providing clearer instructions on lab procedures and more detailed feedback on lab reports; diversifying the types of experiments and reducing the number of frog dissections; training students on lab procedures at the start of class; and giving TAs the answer keys to back tests. Prospective students should know that the class includes a midterm and final. Excellent time management skills are required to manage the workload. Realize that frog dissections are part of the curriculum as well.

EN.580.429.01-04
Systems Bioengineering III
Joel Bader

Overall quality of the class: 3.23

Summary:

The best aspects of this course included the professor's knowledge and engagement, interesting content, straightforward assignments and manageable workload. Some students felt that the class was disorganized at times and lectures were often hard to follow. Other comments included slow feedback on assignments and unclear sections in the textbook. Suggestions for improvement included fewer homework assignments, a clearer connection to biology, and an updated textbook with visuals. A few students also suggested streamlining the breadth of subject matter covered. Prospective students should expect an intellectually challenging course with a heavy workload. Knowledge of differential equations, signals and systems, and control theory is highly recommended.

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

Overall quality of the class: 3.45

Summary:

The best aspects of this course included the professors' knowledge and engagement, interesting content with real-life applications, and project-based grading (i.e. no exams). Some students felt that feedback for assignments was extremely slow and that the lack of a grading rubric caused some confusion. Suggestions for improvement included communicating clearer expectations on grading, providing more timely and detailed feedback and reducing homework assignments. Prospective students should expect an intellectually challenging course that requires working in groups. Knowledge of advanced linear algebra is highly recommended.

EN.580.437.01
Neuro Data Design I
Joshua Vogelstein

Overall quality of the class: 4.63

Summary:

The best aspects of this course included the professor's guidance and attentiveness, the opportunity to conduct independent research, and the ample resources provided. Negative feedback was limited. Suggestions for improvement included meeting more often and providing some guidance on team dynamics based on previous classes. Prospective students should have a background in advanced math and computer science.

EN.580.439.01
Models of the Neuron
Sridevi Sarma

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.580.441.01
Cellular Engineering
Jordan Green, Kevin Yarema

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interesting and relevant subject matter, and the wide range of topics covered. Some students felt that the homework

assignments were difficult and time-consuming. In addition, the turnaround time for graded homework was often slow. Suggestions for improvement included providing more guidance on MATLAB, quicker turnaround on homework and exams, and more test review sessions. Prospective students should have some experience with MATLAB.

EN.580.443.01
Advanced Orthopaedic Tissue Engineering
Warren Grayson

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.580.451.01-02
Cell and Tissue Engineering Lab
Eileen Haase

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the hands-on experience of working on different labs. Some students felt that the instructions for lab reports could be unclear at times. Suggestions for improvement included adding more microscopes to the lab and providing more detailed instructions for lab reports. Prospective students should expect an intellectually stimulating and practical course with a manageable workload.

EN.580.456.01
Introduction to Rehabilitation Engineering
Scott Paul

Overall quality of the class: 3.14

Summary:

The best aspects of this course included the knowledgeable professor and many guest lectures from experts in their field. Negative feedback included a lack of clear expectations regarding assignments. Suggestions for improvement included providing a syllabus and grading rubric, reducing the number of guest lectures, and making the midterm a take-home exam. Prospective students should expect an intellectually stimulating course with a manageable workload.

EN.580.471.01-02
Principles of Design of BME Instrumentation
Nitish Thakor

Overall quality of the class: 3.89

This class had 5 or fewer comments.

Summary:

The best aspects of this class included the hands-on experience with biomedical instrumentation. Some students felt there wasn't enough time allowed for projects at times. Suggestions for improvement included consolidating projects into one big project and eliminating the term paper. Prospective students should expect an intellectually challenging design course that requires a significant time equipment. Some knowledge of MATLAB will prove beneficial.

EN.580.472.01
Medical Imaging Systems
Muyinatu Bell

Overall quality of the class: 3.00

This class had 5 or fewer comments.

EN.580.497.01
Advanced Design Projects: Instrumentation
Nicholas Durr, Amir Manbachi

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.580.580.01
Senior Design Project
Amir Manbachi

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.580.581.01
Senior Design Project
Amir Manbachi

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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

Overall quality of the class: 4.47

This class had 5 or fewer comments.

EN.580.607.01
Regulation of Medical Devices
Soumyadipta Acharya

Overall quality of the class: 4.40

This class had 5 or fewer comments.

EN.580.611.01
Medical Device Design and Innovation
Soumyadipta Acharya

Overall quality of the class: 4.47

This class had 5 or fewer comments.

EN.580.619.01
Bioengineering Innovation and Design - Global Health
Soumyadipta Acharya

Overall quality of the class: 4.56

This class had 5 or fewer comments.

EN.580.623.01
Insight Informed Innovation II
Paul Fearis

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.580.625.01
Structure and Function of the Auditory and Vestibular Systems

Kathleen Cullen

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the expert guest lectures and the wide range of topics covered. A few students mentioned a lack of timely feedback on homework. Suggestions for improvement included adding supplemental readings and assigning a TA to grade homework in coordination with instructors. Some familiarity with general neuroscience and experimental biology will prove beneficial.

EN.580.631.01
Introduction to Computational Medicine I
Michael Miller, Raimond Winslow

Overall quality of the class: 3.20

Summary:

The best aspects of this course included the professors' knowledge, interesting subject matter and the use of actual patient data. Some students felt that the class was disjointed at times and the second half of the course suffered from excessive cancellations. Other feedback included a heavy workload with a preponderance of difficult assignments. Suggestions for improvement included adding more informative lectures to the second half of the course and reducing the number of group assignments. Prospective students should expect an intellectually stimulating, team-based survey course. Some experience with linear algebra and MATLAB will prove beneficial.

EN.580.639.01
Models of the Neuron
Sridevi Sarma

Overall quality of the class: 4.42

Summary:

The best aspects of this course included the professor's knowledge and hands-on projects that facilitate learning the material. Some students felt that the homework assignments were extremely lengthy at times. Suggestions for improvement included a more balanced distribution of assignments throughout the semester. Prospective students should expect an intellectually challenging course that requires excellent time management skills. Knowledge of MATLAB, linear algebra and basic neuronal anatomy is recommended.

EN.580.641.01
Cellular Engineering
Jordan Green

Overall quality of the class: 4.26

Summary:

The best aspects of this course included the professors' knowledge and enthusiasm, interesting subject matter and wide range of topics covered. Some students felt that the assignments were too MATLAB-intensive. Suggestions for improvement included providing more MATLAB programming practice, clearer homework instructions, and outlines for lectures. Prospective students should have knowledge of MATLAB coding and biology.

EN.580.643.01
Advanced Orthopaedic Tissue Engineering
Warren Grayson

Overall quality of the class: 4.40

This class had 5 or fewer comments.

EN.580.646.01
Molecular Immunoengineering
Jamie Spangler

Overall quality of the class: 4.20

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interesting and well-organized lectures, and insightful feedback on projects. Some students felt that the homework questions were often ambiguous and that the group project could be problematic due to the commitment of the other members. Suggestions for improvement included providing clearer homework questions, allowing more time for discussion in class, and expanding the opportunities for in-class feedback on group projects. A few students suggested moving to a better classroom. A background in immunology is highly recommended.

EN.580.656.01
Introduction to Rehabilitation Engineering
Scott Paul

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.580.697.01

Neuro Data Design I
Joshua Vogelstein

Overall quality of the class: 4.80

This class had 5 or fewer comments.

EN.580.706.01
Introduction to Biomedical Rodent Surgery Laboratory and Grantsmanship
Angelo All

Overall quality of the class: 4.86

Summary:

The best aspects of this course included the professor's knowledge and helpfulness, the hands-on nature of the class, and the opportunities for students to enhance their presentation and research skills. Negative feedback was limited. Suggestions for improvement included posting all course information (room, time, etc.) as early as possible and expanding surgery to include other body systems, such as the respiratory and immune systems. Prospective students should have an understanding of animal anatomy and be comfortable with dissecting rodent specimens.

EN.580.721.01-02
Systems Bioengineering I
Natalia Trayanova

Overall quality of the class: 3.86

Summary:

The best aspects of this course included the knowledgeable professor, interesting material and expert guest lectures. Some students felt that the exams and homework assignments were extremely difficult. Suggestions for improvement included aligning tests with homework, adding another exam, reducing the number of homework assignments, and streamlining the curriculum. Prospective students should expect an intellectually challenging, homework-intensive course that requires excellent time management skills. Some knowledge of biology will prove beneficial.

EN.580.738.01
Advanced Seminars in Cardiac Electrophysiology and Mechanics
Natalia Trayanova

Overall quality of the class: 4.75

This class had 5 or fewer comments.

EN.580.741.01
Models of Cardiac Electrophysiology and Arrhythmia
Leslie Tung

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.580.771.01-02
Principles of the Design of Biomedical Instrumentation
Nitish Thakor

Overall quality of the class: 3.71

Summary:

The best aspects of this course included the hands-on projects and engaging discussions. A few students felt that the questions on quizzes were ambiguous. Suggestions for improvement included clearer instructions for projects, extended timeline for assignments, and greater instructor involvement. Some experience with circuits is highly recommended.

EN.580.779.01
Systems Bioengineering III
Joel Bader

Overall quality of the class: 3.42

Summary:

The best aspects of this course included the professor's enthusiasm, helpful TAs, and comprehensive, relevant textbook. Some students commented that the course had a disorganized feel and that the material was often too conceptual. Suggestions for improvement included providing hands-on guidance to the programming, introducing more biology and reducing the amount of homework. Prospective students should be familiar with MATLAB coding.

EN.580.788.01
Biomedical Photonics II
Xingde Li

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.580.801.01
Research in Biomedical Engineering
Kevin Yarema

Overall quality of the class: 4.90

This class had 5 or fewer comments.

EN.580.821.01
Applied Research and Grant Methodology I
Kevin Yarema

Overall quality of the class: 3.50

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
CLEDU ARABIC DEPARTMENT

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

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

AS.375.115.01-02
First Year Arabic
Inas Hassan, Sana Jafire

Overall quality of the class: 3.81

Summary:
The best aspects of the class included the small class size that encouraged student participation and the effective way the professors broke down Arabic into separate, manageable concepts. Many students felt that material was covered too quickly, making it difficult for students with no prior knowledge to keep up. Students also felt the Al-Kitaab textbook was underutilized and not at all helpful. Suggestions for improvement include implementing a placement test for the Arabic program, presenting grammar and vocabulary in greater context, and standardizing the grading and expectations between the two professors. Prospective students with an interest in learning Arabic will receive a valuable introduction to the basic grammar and vocabulary of the language. No prior knowledge is required, and prospective students are highly encouraged to complete all homework and drill themselves daily to avoid falling behind.

AS.375.215.01
Second Year Arabic
Inas Hassan, Sana Jafire

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the small class size, engaging instructors, and challenging course material. The syllabus was drastically out of sync with the class, making it difficult for students to know when assignments were due and what material to study. Suggestions for improvement include restructuring the syllabus, incorporating more discussion in Arabic, and putting more emphasis on grammar. Prospective students with an interest in learning Arabic will receive valuable exposure to the

language that builds off what they have learned in First Year Arabic. Prospective students should be prepared to allot time to completing daily homework assignments and engaging in independent study of the language.

AS.375.301.01
Third Year Arabic
Sana Jafire

Overall quality of the class: 4.17

This class had 5 or fewer comments.

AS.375.01
Fourth Year Arabic
Fatma Ismail

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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

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

AS.373.111.01
First Year Heritage Chinese
Nan Zhao

Overall quality of the class: 4.51

Summary:
The best aspects of the class included the small class size, passionate and engaging professor, and fair grading. Students felt the weekly quizzes took too much time away from class, leaving less opportunities to study grammar and vocabulary. Some students also felt there was a lack of incentive to retain vocabulary words after each quiz. Suggestions for improvement include adding more in-class activities revolving around Chinese history and culture and making quizzes cumulative to incentivize vocabulary memorization. Prospective students with an interest in Chinese will receive valuable exposure to advanced grammar and vocabulary as well as an introduction to Chinese culture. Conversational fluency is assumed and students should be prepared for weekly quizzes as well as homework assignments.

AS.373.115.01-03
First Year Chinese
Lu Yin, Nan Zhao

Overall quality of the class: 4.74

Summary:
The best aspects of the class included the engaging, approachable professors and the opportunity to practice elementary Chinese on a daily basis. Some students felt the course moved too quickly, making it difficult to fully understand the fundamental aspects of grammar while picking up vocabulary. Some students also felt there was a lack of feedback on assignments. Suggestions for improvement include emphasizing tones and accents more in the curriculum and allowing more repetition in quizzes. Prospective students with an interest in learning Chinese will receive a rigorous, rewarding introduction

to the language. No background is assumed; however, students should be prepared to complete daily homework assignments along with bi-weekly quizzes.

AS.373.211.01
Second Year Heritage Chinese
Aiguo Chen

Overall quality of the class: 3.69

Summary:
The best aspects of the class included the emphasis on formal vocabulary and writing, introduction to Chinese politics, and an engaging, approachable professor. Students agreed that lessons were frequently disorganized and difficult to follow, leading to less student participation. Students also felt there was a wide range in student fluency, making conversational practice difficult and unproductive. Suggestions for improvement include making lectures more structured and allowing more time for conversation practice. Prospective students should have an interest in improving their Chinese and will receive an in-depth introduction to speaking and writing at a formal level. A background in elementary Chinese is assumed and students should be prepared to attend all classes to avoid falling behind.

AS.373.215.02
Second Year Chinese
Aiguo Chen, Jin Yin

Overall quality of the class: 4.59

Summary:
The best aspects of the class included the daily schedule, engaging instructors, and multiple opportunities to practice conversational Chinese. Classes were sometimes overwhelmingly fast paced, particularly when quizzes overlapped with lessons on vocabulary and grammar. Suggestions for improvement include providing more listening practice and example sentences and restructuring how quizzes are spaced out. Prospective students with an interest in improving their Chinese will receive a valuable introduction that builds directly upon their previous knowledge. A basic understanding of Chinese grammar and vocabulary is essential to succeeding in the class.

AS.373.313.01
Third Year Heritage Chinese
Jin Yin

Overall quality of the class: 4.40

This class had 5 or fewer comments.

AS.373.315.01
Third Year Chinese

Aiguo Chen

Overall quality of the class: 4.53

Summary:
The best aspects of the class included the enthusiastic, accommodating professor, engaging class participation, and small class size. Students felt the workload was often overwhelming. The syllabus was also inaccurate, making planning for due dates and studying difficult. Suggestions for improvement include spacing out assignments more evenly and making classes slightly more organized. Prospective students interested in improving their Chinese will receive valuable experience speaking the language. An intermediate understanding of Chinese is assumed and prospective students are highly encouraged to attend all classes to avoid falling behind.

AS.373.415.01
Fourth Year Chinese
Lu Yin

Overall quality of the class: 4.50

Summary:
The best aspects of the class included the engaging professor, multiple opportunities for formal speaking, and exposure to important issues in contemporary Chinese society. Students felt the class relied too heavily on the textbook, taking time away from practicing the language or discussing contemporary issues. Suggestions for improvement include basing classes around the textbook less and giving more substantial feedback, particularly on students' speaking skills. Prospective students with an interest in improving their Chinese and learning about modern Chinese culture will receive a challenging but valuable introduction to upper-level language skills. Proficiency in the language is assumed and prospective students should be prepared for a heavier workload than previous courses in the department.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
CLEDU HEBREW DEPARTMENT

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

AS.384.215.01
Second Year Hebrew
Zvi Cohen

Overall quality of the class: 4.40

This class had 5 or fewer comments.

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

AS.381.101.01-02
First Year Hindi I
Uma Saini

Overall quality of the class: 4.68

Summary:
The best aspects of this class included the well-organized lecture and engaging professor. Students agreed that the deadlines and expectations for assignments were unclear and rarely matched what was on the syllabus. Suggestions for improvement include a more organized syllabus and slower pace. Prospective students with an interest in learning Hindi will receive a challenging but valuable introduction to the language. Prior knowledge of Hindi is useful but not required for the course.

AS.381.201.01
Second Year Hindi I
Uma Saini

Overall quality of the class: 5.00

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
CLEDU JAPANESE DEPARTMENT

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

AS.378.115.01-03
First Year Japanese
Mayumi Johnson, Satoko Katagiri

Overall quality of the class: 4.59

Summary:
The best aspects of the class included the enthusiastic professors, small class size, and engaging conversational component of the class. Some students felt the pace of the class was sometimes overwhelming, making it easy to fall behind. Students also felt the homework assignments were repetitive and often tedious. Suggestions for improvement include adding more graded assignments and a listening portion of the class. Prospective students with an interest in Japanese will receive a challenging but valuable introduction to the language. No background is assumed; however, students should be prepared to allot time for homework assignments and independent study on a daily basis.

AS.378.215.01-02
Second Year Japanese
Makiko Nakao

Overall quality of the class: 4.50

This class had 5 or fewer comments.

AS.378.315.01
Third Year Japanese
Makiko Nakao

Overall quality of the class: 4.30

Summary:
The best aspects of the class included the engaging material, enthusiastic professor, and opportunities to practice conversational Japanese. Students felt that the workload was uneven, with multiple assignments often falling on the same day. Suggestions for improvement include distributing the workload more evenly and providing more variety in homework and conversation practice. Prospective students interested in improving their Japanese will gain valuable experience speaking and reading the language. An intermediate understanding of Japanese is assumed and prospective students should be prepared for a significantly heavier workload than previous Japanese courses.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
CLEDU KOREAN DEPARTMENT

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

AS.380.101.01
First Year Korean
Soo Yun Lee

Overall quality of the class: 4.37

Summary:
The best aspects of the class included the knowledgeable, approachable professor and the effective lectures. Many students felt the grading policy, particularly on quizzes, was too strict. Suggestions for improvement include restructuring quizzes, focusing more on vocabulary, and adding a curve. Prospective students interested in learning Korean will receive a challenging but rewarding introduction to the language. No prior knowledge is assumed; however, prospective students should be prepared for weekly homework assignments and frequent quizzes.

AS.380.201.01
Second Year Korean
Soo Yun Lee

Overall quality of the class: 4.86

Summary:
The best aspects of the class included the enthusiastic, approachable professor, engaging lectures, and opportunities to practice conversational Korean. Students felt the grading policy was unreasonably harsh, particularly on the oral exam. Suggestions for improvement include restructuring the grading system, delving more into Korean culture, and spending more time on grammar. Prospective stem, delving more into Korean culture, and spending more time on grammar. Prospective students interested in improving their Korean will receive valuable experience writing and speaking the language. Basic knowledge of the language is assumed and prospective students are highly encouraged to constantly review previous grammar and vocabulary lessons.

AS.380.401.01
Fourth Year Korean
Soo Yun Lee

Overall quality of the class: 5.00

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
CLEDU RUSSIAN DEPARTMENT

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

AS.377.131.01
Elements of Russian I
Olya Samilenko

Overall quality of the class: 4.77

Summary:
The best aspects of the class included the immersion in Russian language and culture and the extraordinarily effective teaching style of Professor Samilenko. Students were sometimes unclear on the grading system. Suggestions for improvement include more in-class and group discussions in Russian. Prospective students with an interest in learning Russian will receive an in-depth introduction to the language. No prior knowledge is required; however, students should be prepared for intensive daily homework assignments.

AS.377.208.01
Intensive Intermediate Russian
Annalisa Czeczulin

Overall quality of the class: 4.71

Summary:
The best aspects of the class included the small, tight-knit class and highly effective, individualized teaching style of the professor. Some students felt expectations for grammar projects were unclear. Students also felt a disproportionate amount of class time was overtaken by figuring out how to continue their Russian studies at JHU. Suggestions for improvement include clearer instructions for grammar projects and more security in knowing students can continue pursuing the language. Prospective students should have a solid foundation in Russian and will receive intensive, in-depth knowledge of more complex aspects of the language.

AS.377.395.01
Senior Seminar I: Russian Satire 18th-19th Century
Olya Samilenko

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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

EN.663.644.02
Writing Articles and Technical Reports
Trevor Mackesey

Overall quality of the class: 4.75

This class had 5 or fewer comments.

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

Overall quality of the class: 4.83

This class had 5 or fewer comments.

EN.663.645.02
Improving Presentation Skills for Scientists and Engineers
Laura Davis

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.663.648.01
Introduction to Dissertation Writing
Heather Parker

Overall quality of the class: 4.13

This class had 5 or fewer comments.

EN.663.649.01-02
Continuing Dissertation Writing Workshop
Heather Parker

Overall quality of the class: 4.56

This class had 5 or fewer comments.

EN.663.660.01
Managing People and Resolving Conflicts
Eric Rice

Overall quality of the class: 4.80

This class had 5 or fewer comments.

EN.663.670.01
Project Management
Herman Goodyear

Overall quality of the class: 4.38

This class had 5 or fewer comments.

EN.663.672.01
Management and Technology Consulting
Alexander Cocron

Overall quality of the class: 4.50

This class had 5 or fewer comments.

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

EN.540.101.01
Chemical Engineering Today
Xiaohu Wan

Overall quality of the class: 3.38

Summary:
The best aspects of the class included the interesting topics and the opportunity to hear about chemical engineering careers from a broad range of experts. Students agreed that the quality and productivity of lectures was largely dependent on the guest lectures, creating an uneven and often confusing pace. Some also felt the grading system and expectations for the course were unclear. Suggestions for improvement include more interactive lectures, greater clarification of assignments, and a larger focus on the biomolecular side of the field. Prospective students with an interest in chemical engineering will receive a valuable overview of the field today from a broad range of experts.

EN.540.202.01-03; 05
Introduction to Chemical & Biological Process Analysis
Jeffrey Gray

Overall quality of the class: 4.31

Summary:
The best aspects of the class included the engaging, approachable professor and the variety of resources including PILOT and TA sections. Some students felt that the lecture format was ill-suited to the material, which required a significant amount of trial and error. A few students found that the project was time-consuming, confusingly explained, and not conducive to understanding the topics discussed in class. Suggestions for improvement include restructuring the project, providing more practice problems in class, and connecting lecture topics more directly to homework. Prospective students will receive a challenging but valuable introduction to chemical and biomolecular engineering. A solid background in

calculus and linear algebra is recommended for succeeding in the class, and students are encouraged to begin homework assignments well in advance to avoid falling behind.

EN.540.203.01
Engineering Thermodynamics
Michael Bevan

Overall quality of the class: 3.76

Summary:
The best aspects of the class included the interesting material and the enthusiastic, effective teaching style of the professor. Students agreed that the lecture slides were confusing, outdated, and not helpful in understanding the material. Some students also felt the grading system was unclear and inconsistent. Suggestions for improvement include restructuring lecture slides, providing more comprehensive feedback on assignments, and providing more in-class example problems. Prospective students with an interest in chemical and biomolecular engineering will receive a valuable introduction to thermodynamics. Although the class is centered more on theory than mathematics, a solid background in calculus is recommended and students should be prepared to allot time for studying challenging material.

EN.540.204.01
Applied Physical Chemistry
David Gracias

Overall quality of the class: 3.79

Summary:
The best aspects of the class included the interesting content, small class size, and extraordinarily helpful TA sections. Students felt that lectures were poorly organized and frequently unengaging. Some students also felt the class skimmed over theories, leaving them without a solid understanding of the material. Suggestions for improvement include more engaging lectures, more frequent homework assignments, and more in-class example problems. Prospective students with an interest in chemical engineering will receive a valuable introduction to essential concepts in the field. A solid background in MATLAB and Maple is crucial to succeeding and students are encouraged to take advantage of TA sections and office hours.

EN.540.290.01
Chemical Engineering Modeling and Design for Sophomores
Marc Donohue

Overall quality of the class: 4.75

This class had 5 or fewer comments.

EN.540.301.01
Kinetic Processes
Honggang Cui

Overall quality of the class: 4.07

Summary:
The best aspects of the class included the applicable course material and engaging, accommodating professor. Students agreed that the homework assignments were lengthy and challenging. There was a lack of feedback on assignments, making it difficult for students to gauge their understanding of the material. Suggestions for improvement include making lectures more organized, using sections for recitation and review, and providing more real-world applications. Prospective students will receive a valuable introduction to kinetic processes. A solid background in MATLAB and PolyMath is essential to succeeding in the class, and students should be prepared to allot time to completing dense, code-heavy homework assignments.

EN.540.303.01
Transport Phenomena I
Joelle Frechette

Overall quality of the class: 4.38

Summary:
The best aspects of the class included the interesting material, consistent feedback, and effective teaching style of the professor. Students felt there was a lack of resources such as lecture notes and homework assignments to prepare for the difficult exams. Some students also felt the textbook was unrelated to the rest of the class and not at all helpful while studying. Suggestions for improvement include providing more practice problems, replacing the textbook, and restructuring the homework to match the difficulty of the exams. Prospective students with an interest in chemical and biomolecular engineering will receive a valuable introduction to a challenging but essential topic. A solid background in calculus is crucial to succeeding in the class and students are highly encouraged to attend TA sections and take advantage of office hours.

EN.540.304.01
Transport Phenomena II
Zachary Gagnon

Overall quality of the class: 4.13

Summary:
The best aspects of the class included the knowledgeable, passionate professor, pre-lecture material, and online lecture videos. Students agreed that the grading on quizzes was unclear and prioritized memorization over a solid understanding of the material. Several students also felt the pacing of the class was far too slow at the beginning and that Maple was difficult to use and prone to crashing. Suggestions for improvement include providing prompter, more comprehensive feedback and more even pacing during lectures. Prospective students interested in chemical and biomolecular engineering

will receive valuable, in-depth introduction to upper-level concepts that build off of Transport Phenomena I. A solid background in calculus and a basic understanding of Maple are essential to succeeding in the class.

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

Overall quality of the class: 3.63

Summary:
The best aspects of the class included the hands-on exposure to coding and problems in chemical engineering, open note exams, and lenient grading. Some students felt that lectures were unstructured and frequently slowed down by irrelevant information. Students also found the exams were unnecessarily difficult, especially the handwritten coding section. Suggestions for improvement include restructuring lectures, allotting time for weekly recitations, and providing more comprehensive feedback. Prospective students with an interest in chemical and biomolecular engineering will receive a challenging but valuable introduction to coding and data analysis issues. A solid background in mathematics and coding is essential to succeeding in the class.

EN.540.309.01-02
Product Design Part 1
Marc Donohue

Overall quality of the class: 4.78

Summary:
The best aspects of the class included the one-to-one conferences and exposure to practical and creative applications of theoretical concepts. Due to the independent nature of the class, many students felt lost, particularly in the middle of the semester. Suggestions for improvement include more organization and guidance in the early part of the semester and more clearly defined goals throughout the course. Prospective students with an interest in chemical engineering will receive a valuable, hands-on experience researching and designing their own product. Be prepared to engage in a significant amount of self-guided work including extensive research and trial-and-error prototyping.

EN.540.310.01
Product Design Part 2
Marc Donohue

Overall quality of the class: 4.24

Summary:
The best aspects of the class included the opportunity to design and experiment with a product independently and the hands-on experience in patent writing and business design. Students felt there was little guidance and accountability for groups, making it easy to fall behind. Suggestions for

improvement include adding deadlines throughout the semester and providing lectures on how to write a patent. Prospective students with an interest in chemical engineering will receive hands-on experience inventing a product from concept to patenting. Be prepared to work in groups and engage in a significant amount of self-guided research and experimentation.

EN.540.311.01-04
Chemical Engineering Lab I
Lise Dahuron, Sharon Gerecht, An Goffin, Marc Ostermeier

Overall quality of the class: 4.25

This class had 5 or fewer comments.

EN.540.313.01-04
Chemical and Biomolecular Engineering Lab I
Lise Dahuron, Sharon Gerecht, An Goffin, Marc Ostermeier

Overall quality of the class: 3.62

Summary:
The best aspects of the class included the opportunity to apply theory learned throughout the chemical engineering major to real-world experiments. Students agreed that feedback on lab reports was severely lacking and slow to the point of being entirely unhelpful. Students also felt the professors were often disorganized and failed to communicate expectations and deadlines. Suggestions for improvement include prompter, more comprehensive grading and greater communication between professors. Prospective students with an interest in chemical and biomolecular engineering will gain valuable experience applying their knowledge of the subject to real-world projects. Students should have a solid chemical and biomolecular engineering background and should be prepared to allot a significant amount of time to completing lab reports.

EN.540.400.01, 03
Project in Design: Pharmacokinetics
Marc Donohue

Overall quality of the class: 4.51

Summary:
The best aspects of the class included the professor's knowledge, intellectually challenging topic and entirely self-directed structure of the class. Some students felt that assignments were exceedingly time-consuming. Suggestions for improvement include providing guidelines on how to find correct data sources, adding more structure in the early weeks of the semester, and updating design equipment. Prospective students will receive valuable experience designing and researching pharmaceuticals. Be prepared for a significant amount of self-directed group work.

EN.540.402.01
Metabolic Systems Biotechnology
Michael Betenbaugh

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.540.409.01-05
Dynamic Modeling and Control
An Goffin

Overall quality of the class: 4.17

Summary:
The best aspects of the class included the quality of the professor and the interesting material. Students felt that TA sections were often unproductive. A few students also felt the take-home portions of exams were confusing and unnecessarily difficult. Suggestions for improvement include removing the career development portion of the class, restructuring exams, and using TA sections for review and recitation. Prospective students in the chemical and biomolecular engineering program will receive valuable hands-on experience. They are encouraged to start homework assignments well in advance to avoid falling behind.

EN.540.415.01
Interfacial Science with Applications to Nanoscale Systems
Joelle Frechette

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.540.418.01
Projects in the Design of a Chemical Car
Lise Dahuron

Overall quality of the class: 4.59

Summary:
The best aspects of the class included the self-directed group structure and the opportunity to apply theoretical chemical and biomolecular engineering concepts to a real-world issue. Students felt the class was often disorganized. Some also felt the size of the groups and differences in students' knowledge made the workload uneven and prevented all group member from gaining sufficient hands-on experience. Suggestions for improvement include more structure, such as deadlines and product standards, and more even distribution of work within groups. Prospective students with an interest in

chemical engineering will gain valuable hands-on experience applying their knowledge to a real-world product. Be prepared to allot time for self-guided learning and extensive group work.

EN.540.462.01
Polymer Design and Bioconjugation
Anirudha Singh

Overall quality of the class: 3.00

Summary:
The best aspects of the class included the enthusiastic professor and interesting content. Students agreed that lectures were often unhelpful and unrelated to the material covered on exams. Suggestions for improvement include restructuring lectures to be more related to the rest of the material. Prospective students with an interest in chemical and biomolecular engineering will receive a valuable introduction to an interesting, important topic. Be prepared to allot a significant amount of time to readings and memorization.

EN.540.490.01
Introduction of Chemical Process Safety
Daniel Kuespert

Overall quality of the class: 2.75

Summary:
The best aspects of the class included the manageable workload, interesting material, and engaging group activities. Students felt that many of the assignments were poorly thought-out and amounted to busywork. Some also felt the readings were often unrelated to the rest of the course. Suggestions for improvement include restructuring assignments to be more varied and engaging and cutting down on the readings. Prospective students with an interest in chemical and biomolecular engineering will receive a valuable introduction to the safety standards and practices of the industry. Be prepared to allot time to weekly readings and assignments.

EN.540.602.01
Metabolic Systems Biotechnology
Michael Betenbaugh

Overall quality of the class: 3.63

Summary:
The best aspects of the class included the interesting topics, reasonable workload, and engaging professor. Students agreed that the homework and class material failed to prepare them for the difficulty of the exams. Suggestions for improvement include cutting down on some of the material, particularly the immunology section, and aligning lecture materials with exam content. Prospective students with an interest in biomolecular science will receive a valuable introduction to biotechnology. A

solid background in molecular biology and linear algebra is crucial to succeeding in the course, and students are highly encouraged to begin studying for exams well ahead of time.

EN.540.615.01
Interfacial Science with Applications to Nanoscale Systems
Joelle Frechette

Overall quality of the class: 3.77

Summary:
The best aspects of the class included the interesting material, helpful TA sections, and knowledgeable, engaging professor. Due to the breadth of material, lectures often covered too much material for students to absorb information. Students also felt this led to classes being disorganized. Suggestions for improvement include restructuring exams to match the difficulty of the homework, providing more in-class examples, and allotting more time for each topic. Prospective students with an interest in chemical and biomolecular engineering will receive a valuable introduction to a wide range of challenging topics. They should have a solid understanding of physics, thermodynamics, and calculus and are highly encouraged to thoroughly study the textbook material.

EN.540.630.01
Thermodynamics, Statistical Mechanics, and Kinetics
Chao Wang

Overall quality of the class: 4.18

Summary:
The best aspects of the class included the challenging material, knowledgeable professor, and well-organized lectures. Some students felt that in-class notes and explanations were rushed and that homework assignments were frequently overwhelming. Suggestions for improvement include slowing the pace of lectures, providing more examples, and reducing some homework assignments. Prospective students will receive an in-depth introduction to upper-level thermodynamics. A solid background in thermodynamics is crucial to succeeding in the class.

EN.540.632.01
Project in Design: Pharmacokinetics
Marc Donohue

Overall quality of the class: 4.17

This class had 5 or fewer comments.

EN.540.652.001
Advanced Transport Phenomena

Zachary Gagnon

Overall quality of the class: 4.66

Summary:
The best aspects of the class included the engaging professor and helpful online videos. Many students felt that Maple was frustrating and tedious. Feedback on assignments was considered slow and inconsistent. Suggestions for improvement include more guidance on how to code in Maple, more interactive TA sections, and prompter grading. Prospective students will receive an in-depth introduction to advanced concepts in transport phenomena. A solid background in mathematics and fluid transport is required and prior coding experience is highly recommended to succeed in the class.

EN.540.662.01
Polymer Design and Bioconjugation
Anirudha Singh

Overall quality of the class: 3.35

Summary:
The best aspects of the class included the professor's knowledge and encouragement, relevant topics and innovative concepts. Some students felt the classes suffered from disorganization at times. A few students also felt the professor tended to focus on the application of topics without explaining the chemistry behind reactions. Suggestions for improvement include restructuring lectures to be more related to the rest of the material and reviewing more practice problems in class. Prospective students should expect an intellectually challenging course that requires effective time management skills.

EN.540.671.01
Advanced Thermodynamics in Practice
Carmo Periera

Overall quality of the class: 3.88

Summary:
The best aspects of the class included the enthusiastic professor and focus on practical applications. Some students felt that the once-a-week lectures were often slow-paced and unengaging. Suggestions for improvement include providing more resources to prepare for exams and restructuring lectures to be more engaging. Prospective students will receive a valuable introduction to the practical applications of thermodynamics. A solid background in thermodynamics and calculus is required and a basic understanding of process analysis is highly recommended to succeed in the course.

EN.540.690.01
Chemical and Biomolecular Engineering Design
Marc Donohue

Overall quality of the class: 4.67

This class had 5 or fewer comments.

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

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

AS.030.101.01
Introductory Chemistry I
David Goldberg

Overall quality of the class: 3.33

Summary:
The best aspects of the class included the Sapling homework allowing multiple opportunities for practice, the PowerPoints posted after every lecture, and the multiple demonstrations and videos Professor Goldberg used during lectures. Many students felt the professor could rely too heavily on PowerPoints and videos, rather than reexplaining concepts in a different way. Students also felt that lectures tended to move too slowly during basic fundamentals and too quickly over more complex concepts, making it difficult to properly prepare for exams that varied greatly in difficulty. Suggestions for improvement include less reliance on PowerPoint during lectures, more in-class examples of problems, more consistency in exam structure and grading, and more time for exams. Prospective students should be prepared to allot a considerable amount of time for online homework assignments and self-teaching concepts.

AS.030.101.02
Introductory Chemistry I
Sunita Thyagarajan

Overall quality of the class: 3.63

Summary:
The best aspects of the class included Professor Thyagarajan's and the TAs' availability and willingness to help students, the many practice problems presented during lectures, and the straightforward organization and presentation of the material. Many students felt the fast-paced lectures glossed over certain concepts before students could truly understand them. Some also felt the homework was disconnected from lectures and failed to prepare them for the difficulty of the exams. Suggestions for

improvement include providing small-group review sections, having longer classes, and adjusting homework and lecture questions to more accurately reflect what will be on exams. Prospective students should be prepared to invest a considerable amount of time into studying and completing online homework assignments and studying material not covered in class.

AS.030.103.01-10
Applied Chemical Equilibrium and Reactivity w/lab
Tyrel Mcqueen, Michal Winiarski

Overall quality of the class: 3.70

Summary:
The best aspects of the class included the interesting lab experiments and real-world application of chemical principles, which encouraged comprehensive understanding of the material rather than memorization. Some students felt the professor assumed more chemistry knowledge than would be reasonable for freshmen undergraduates, and that homework and exam questions were not always clear or adequately taught beforehand. Many students also had difficulty using Chem21labs, which was finnicky and unreliable. Suggestions for improvement include fostering a more collaborative environment during labs, establishing a knowledge of basic formulas and concepts early in the semester, and introducing lecture and homework problems that are more comparable in difficulty and structure to exam questions. Prospective students should have a solid background in AP chemistry and should be prepared to allot time for understanding many complex chemistry concepts and completing weekly labs.

AS.030.105.01-02, 04-06
Introductory Chemistry Lab I
Louise Pasternack

Overall quality of the class: 3.36

Summary:
The best aspects of the class included the hands-on introduction to lab procedures and equipment, clear expectations and goals for the semester, helpful TA's, and the comprehensive lab manual. It was not always clear what to study or where to access information to properly prepare for tests, and many students found both Blackboard and Chem21lab assignments to be unintuitive. Students also felt grading criteria was inconsistent and overly harsh. Suggestions for improvement include lightening the workload or raising the credits for the class, giving more feedback on post-labs and classwork, instituting more standardized grading, and moving away from Chem21lab use. Prospective students should have an interest in gaining practical lab experience and a deeper understanding of chemistry. Be prepared to allot several hours a week to understanding lab material, writing post-labs, and completing homework assignments.

AS.030.105.03, 07
Introductory Chemistry Lab I
Sunita Thyagarajan

Overall quality of the class: 3.23

Summary:
The best aspects of the class included the hands-on experience with lab procedures and equipment, clear instructions during lab, and interesting experiments. Many students felt the online post-labs were too time consuming, overly harsh, and difficult to complete on Chem21Labs. Suggestions for improvement include giving more instruction on pre-lab and post-lab assignments, clearer expectations of what will be on exams, and more consistent grading. Prospective students should have an interest in gaining practical lab experience and applying the knowledge they learn in lecture classes. Prospective students should be prepared to allot a significant portion of their week to pre-lab and post-lab assignments and are encouraged to utilize all study materials provided.

AS.030.112.01-02
Chemistry with Problem Solving I
Eric Hill

Overall quality of the class: 4.69

Summary:
The best aspects of the class included the small class size, which enabled students to easily ask questions and work with their peers; the selection of problem sets; and the engaging and encouraging TA. Some students felt the class was too short and that the in-class worksheets did not cover enough material. Suggestions for improvement include longer or more frequent classes and uploading the answer key and worksheets after class. Prospective students with no background in chemistry will receive a valuable introduction, especially if taken alongside Introductory Chemistry. Students are highly encouraged to ask questions and seek guidance from the TA.

AS.030.117.01
Chemistry in Art and Archaeology
Miranda Gallagher

Overall quality of the class: 4.29

Summary:
The best aspects of the class included the field trips, interesting material, and the ability of the professor to engage with students from a wide range of academic backgrounds. Expectations were not always clear. Students felt especially lost while completing their final project and found the instruction unhelpful. Suggestions for improvement include grading for attendance and participation, reorganizing the topics covered in the course, and integrating lab techniques into lessons. Prospective students interested in applying their knowledge of chemistry in an unfamiliar setting will receive a valuable introduction to the intersection of chemistry and the humanities. Be prepared to participate in class and interpret dense scientific papers.

AS.030.205.01
Organic Chemistry I

John Tovar

Overall quality of the class: 3.34

Summary:
The best aspects of the class included the engaging lectures; multiple ways to study including a comprehensive textbook, problem sets, and PILOT; and the sections run by knowledgeable and enthusiastic TA's. With grades based on a small number of exams, many students felt there was a lack of opportunities to assess their understanding of the material. Students also felt that exam questions were unreasonably difficult considering the amount of material covered in each test. Suggestions for improvement include adjusting exams to reflect the material and problems provided in class, focusing more on the application of chemistry rather than theory and history, and introducing homework or quizzes for students to gauge their understanding. Prospective students interested in organic chemistry will receive a valuable introduction. Background knowledge in general chemistry is recommended but not required, and students are encouraged to take advantage of all resources provided outside of class.

AAS.030.205.02
Organic Chemistry I
Craig Townsend

Overall quality of the class: 2.97

Summary:
The best aspects of the class included the usefulness of the textbook, the clear expectations of the class, and the weekly quizzes which help keep students on track in their studying. Students felt that lectures were ineffective and that their questions were not adequately addressed, leading to an unreasonable amount of self-teaching. Many students also felt the exam questions did not align with what was covered in class and that there were little opportunities to prepare for exams. Suggestions for improvement include having more opportunities to practice problem-solving, better coordination between the professor and TAs, and more engaging lectures. Prospective students will receive a valuable introduction to organic chemistry but should be prepared to devote a significant amount of time to self-teaching through the textbook and PILOT.

AS.030.205.03
Organic Chemistry I
Christopher Falzone

Overall quality of the class: 4.39

Summary:
The best aspects of the class included the clear expectations and grading system, engaging lectures, and approachability of the professor and TA's. Some students felt the lectures did not connect to the study material or quizzes, focusing more on conceptual topics than on specific applications. Students also felt that there was an unreasonable assumption of knowledge about certain concepts. Suggestions for improvement include adding more review sessions and homework assignments, moving more slowly through introductory concepts, and setting clear expectations of what material is covered on each exam.

Prospective students with an interest in organic chemistry will receive a valuable introduction. They should have a basic understanding of general chemistry and should be prepared to devote a significant amount of time to studying the course materials.

AS.030.213.01
Metalloproteins and Their Role in Human Disease
David Quist

Overall quality of the class: 4.71

This class had 5 or fewer comments.

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

Overall quality of the class: 4.45

Summary:
The best aspects of the class included the interesting, well-structured labs and the enthusiasm and knowledge of the professor. Many students felt the exams had little to do with understanding organic chemistry concepts and more to do with memorizing as much information as possible. Although the lectures were engaging, the frantic pace and focus on memorizing facts led to students feeling they had not gained an intuitive understanding of broader concepts in organic chemistry. Suggestions for improvement include emphasizing practical knowledge and concepts in exams, posting lectures online, and providing better preparation for the first exam. Prospective students should have an interest in organic chemistry and a basic understanding of organic chemistry. They are encouraged to seek help from the professor or TAs whenever they are struggling.

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

Overall quality of the class: 4.72

Summary:
The best aspects of the class included the feedback provided by the professor and TAs during and after labs and the engaging experiments. Students felt there was not enough instruction on special projects and that lab times often went on too long. Suggestions for improvement include providing a more detailed overview of organic chemistry in the beginning of the class and increasing office hours. Prospective students interested in organic chemistry will receive valuable experience working in labs and developing their own experiments. A background in general chemistry is recommended and prospective students are encouraged to begin result sheets and test preparation far in advance.

AS.030.305.01-02
Physical Chemistry Instrumentation Laboratory I
Arthur Braggs

Overall quality of the class: 3.25

Summary:
The best aspects of the class included the experience of writing scientific papers and the professor's feedback and helpfulness during office hours. Students felt the workload was overwhelming, often requiring up to 40 hours per week. The lectures at times seemed unrelated to what was being done in the lab. Suggestions for improvement include focusing lectures on the chemistry performed during labs and lightening the workload, either by removing problem sets or lowering the requirement for lab reports. Prospective students should have an interest in working in a chemistry lab and improving their scientific writing. They should be prepared to allot a considerable amount of time to completing lab reports and are encouraged to begin writing assignments early.

AS.030.315.01
Biochemistry I
Patrick Fleming

Overall quality of the class: 3.57

Summary:
The best aspects of the class included the small class size and engaging, effective teaching style of the professor. Some students felt there was a lack of resources and practice questions to adequately prepare for quizzes. The preview questions were considered too open-ended by some. Suggestions for improvement include adding a midterm or other exam, making computer labs more challenging and relevant to the course, and having clearer expectations for quiz questions. Prospective students interested in biochemistry will receive a valuable introduction. They are highly encouraged to review all material throughout the semester to avoid falling behind.

AS.030.356.01-02
Advanced Inorganic Lab
Jane Greco

Overall quality of the class: 4.30

Summary:
The best aspects of the class included the hands-on lab experience with new lab equipment and techniques and the enthusiasm with which the professor approaches the subject. Some students felt there was not enough time given for the special project and that lectures could be scattered and unrelated to the labs. Suggestions for improvement include clarifying expectations for special projects and allotting more time for labs and projects. Prospective students with an interest in inorganic chemistry will receive valuable experience from both the labs and lectures. A background in inorganic chemistry is recommended but not required to succeed in the course.

AS.030.370.01-02
Physical Chemistry I with Biophysical Applications
Doug Barrick

Overall quality of the class: 4.05

Summary:
The best aspects of the class included the challenging but interesting course work and the professor's engaging and effective lectures. Many students felt the emphasis on Mathematica distracted from the chemistry involved in the class and made homework unnecessarily difficult to complete. Suggestions for improvement include better organization of lectures with less focus on Mathematica and reviewing model problems during section. Prospective students should have an interest in chemistry and biophysics and should have a solid calculus background. They should also be prepared to allot time to problem sets that can be long and complex.

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

Overall quality of the class: 4.65

Summary:
The best aspects of the class included the breadth of material covered and engaging lectures. Students were given few opportunities to assess their grade or their understanding of the material. Some students also felt that there was not enough time to cover all of the material in class, resulting in some lectures being quick introductions to topics. Suggestions for improvement include more assignments for students to interact with the material and more written notes during lectures. Prospective students interested in basic material properties and synthesis will receive a valuable introductory survey. The workload for the course is relatively light; however; students should have a solid background in general chemistry.

AS.030.405.01
Introduction to Computational Chemistry
Lan Cheng

Overall quality of the class: 4.63

Summary:
The best aspects of the class included the scope of the topics covered and their real-world applicability to student work, introduction to Gaussian, and engaging lectures. Students felt that information on their grades was not available for much of the semester and that there was also a lack of feedback regarding their work. Suggestions for improvement include adding more assignments to the class, focusing more on the theory behind each topic, and spending more time introducing MARCC and GaussView. Prospective students with an interest in advanced chemistry will receive a valuable introduction to a

wide range of tools and theories. Previous computational experience is not necessary to succeed; however; students should have a solid background in chemistry.

AS.030.449.01
Chemistry of Inorganic Compounds
Kenneth Karlin, Van Thoi

Overall quality of the class: 3.30

Summary:
The best aspects of the class included the engaging assignments, intellectually challenging topics, and guest lecturers. Many students felt that having two professors was a detriment to the class, as the different teaching styles and lack of consistency in lecture materials made it difficult to remain focused on the material covered. Students specifically suggested that Professor Karlin was often underprepared for the course. Suggestions for improvement include having the course be taught by one professor, providing more guidance on independent projects, and streamlining the material covered in the class. Prospective students should have an interest in advanced chemistry and possess a solid background in general chemistry.

AS.030.453.01
Intermediate Quantum Chemistry
Harris Silverstone

Overall quality of the class: 4.63

This class had 5 or fewer comments.

AS.030.521.05
Independent Research in Inorganic Chemistry II
Christopher Falzone

Overall quality of the class: 4.83

This class had 5 or fewer comments.

AS.030.610.01
Chemical Kinetics
Kit Bowen

Overall quality of the class: 3.89

This class had 5 or fewer comments.

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

Overall quality of the class: 4.00

This class had 5 or fewer comments.

AS.030.619.01
Chemical Biology I
Steven Rokita

Overall quality of the class: 3.73

Summary:
The best aspects of the class included the breadth of topics covered, the exposure to real-world applications of biochemistry, and the variety of perspectives the instructors brought to lectures. The material in problem sets did not always relate to what was covered in class and left students feeling unprepared for exams. Due to the variety of speakers, lectures were often disorganized and less productive than they could have been. Suggestions of improvement include changing homework questions to better reflect materials presented in class and clarifying which concepts students should understand early in the class. Prospective students with an interest in advanced biochemistry will receive a valuable education from real-world experts in a wide range of fields. Students should have a solid background in organic chemistry and mechanics to succeed in the class.

AS.030.621.01
Literature-Organic Chemistry
Lan Cheng

Overall quality of the class: 3.96

Summary:
The best aspects of the class included exposing students to a wide range of current research occurring at JHU and preparing them for what they can expect in their own scientific careers. Due to the wide variety of guest speakers featured every week, the quality of the course fluctuated from class to class. Some students also felt that the schedule was inconvenient and ill-fitting for a seminar class. Suggestions for improvement stricter guidelines for presentation lengths and greater preparation on the part of the speakers. Prospective students with an interest in modern chemistry will receive a valuable introduction to real-world research being conducted at JHU. No background is required, however prospective students should remember that attendance for the course is mandatory.

AS.030.625.01
Advanced Mechanistic Organic Chemistry I
Marc Greenberg

Overall quality of the class: 4.65

Summary:
The best aspects of the class included the challenging material and the effective teaching style of Professor Greenberg who was able to tie complex and seemingly unrelated material together in an engaging, understandable way. Many students felt that exam questions were open-ended and confusingly written, making exams overly long and difficult to complete. Students also found the textbook unhelpful while studying. Suggestions for improvement include providing more clarity on exam questions and grading criteria and moving the class to a different room more conducive to a discussion-based course. Prospective students with an interest in advanced organic chemistry will gain in-depth knowledge applicable to a range of fields. They should possess a solid background in physical chemistry to succeed in the course.

AS.030.677.01
Advanced Organic Synthesis I
Rebekka Klausen

Overall quality of the class: 4.62

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
CIVIL ENGINEERING

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

EN.560.101.01
Freshman Experiences in Civil Engineering
Rachel Sangree

Overall quality of the class: 4.55

Summary:
The best aspects of the class included the seminar-style organization, small class size, and hands-on projects. Students felt that instructions and deadlines for projects were often unclear. Some students also felt the class did not go in-depth enough on some of the topics covered. Suggestions for improvement include more structured and comprehensive lectures and more guest speakers with experience in the field. Prospective students with an interest in civil engineering will receive a valuable introduction to the subject. No prior experience is assumed; however, students should be prepared to allot time to completing multiple projects and are encouraged to begin assignments well ahead of time.

EN.560.201.01; .03-06
Statics & Mechanics of Materials
Rachel Sangree

Overall quality of the class: 4.3

This class had 5 or fewer comments.

EN.560.220.01
Civil Engineering Analysis
Benjamin Schafer

Overall quality of the class: 4.89

Summary:
The best aspects of the class included the small class size, enthusiastic professor, and the introduction to MATLAB. Students felt the homework instructions were sometimes unclear. Some also felt the coding aspect of class was tedious and not fully explained in class. Suggestions for improvement include a more comprehensive introduction to coding and shorter homework assignments. Prospective students with an interest in civil engineering will receive a valuable introduction to coding and analysis. Prior experience using MATLAB is recommended but not required to succeed in the course, and students should be prepared to allot time for writing and troubleshooting code.

EN.560.305.01
Soil Mechanics
Lucas de Melo

Overall quality of the class: 4.82

Summary:
The best aspects of the class included an experienced and engaging professor, interactive lectures, and practical course material. Students agreed that the TA was unhelpful and unnecessarily confrontational during labs, discouraging students from asking questions. Some students also felt the schedule made it difficult to remain engaged and retain information. Suggestions for improvement include switching the class to a shorter, more frequent schedule, changing the TA, and restructuring exams to more accurately reflect what is covered in class. Prospective students with an interest in civil engineering will receive a valuable, interesting introduction to soil mechanics. Be prepared to allot time to weekly readings and self-guided learning.

EN.560.320.01
Structural Design I
Cristopher Moen

Overall quality of the class: 4.30

Summary:
The best aspects of the class included the approachable, engaging professor and practical, highly applicable course material. Students agreed that homework directions were frequently unclear and required taking advantage of office hours for more explanation. Some also felt that lectures were disorganized and sometimes unrelated to the material. Suggestions for improvement include providing clearer homework expectations and restructuring lectures to be more focused. Prospective students with an interest in civil engineering will receive a valuable introduction to the practical applications of what they've learned. They should be prepared to allot a significant amount of time to completing homework and are highly encouraged to take advantage of the textbook, office hours, and code documents.

EN.560.423.01
Bridge Engineering
Rachel Sangree

Overall quality of the class: 4.13

This class had 5 or fewer comments.

EN.560.429.01
Preservation Engineering: Theory and Practice
Edmund Meade

Overall quality of the class: 4.40

This class had 5 or fewer comments.

EN.560.442.01
Equilibrium Models in Systems Engineering
Sauleh Siddiqui

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.560.445.01
Advanced Structural Analysis
James Guest

Overall quality of the class: 2.83

This class had 5 or fewer comments.

EN.560.451.01
Civil Engineering Design I
John Matteo

Overall quality of the class: 4.31

Summary:
The best aspects of the class included the passionate and experienced professor, low-stress environment, and the site visit. Some students felt that expectations were unclear and classes too slow and often unproductive. Suggestions for improvement include providing more work and allotting time at the beginning of the semester to teaching SketchUp. Prospective students with an interest in civil engineering will receive valuable hands-on experience. They can expect a manageable workload but should be prepared to allot time to self-guided learning.

EN.560.604.01
Solid Mechanics for Structures
Stavros Gaitanaros

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the knowledgeable and accommodating professor and the exposure to intellectually challenging material. Students felt the course was poorly organized and confusing to follow at times. Some also felt there was a lack of resources including textbook, practice problems, and TA sections. Suggestions for improvement include adding a TA, providing more problem sets, and reorganizing the material. Prospective students with an interest in civil engineering will receive a valuable introduction to mathematical applications that encourage critical thinking. A solid background in mechanics of materials and basic mathematics is highly recommended to succeed in the course.

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

Overall quality of the class: 4.39

Summary:
The best aspects of the class included the interesting, useful topic and hands-on exposure to coding methodologies. Students felt that a lack of examples that made learning challenging concepts more difficult. Suggestions for improvement include providing more examples and adding weekly homework assignments. Prospective students with an interest in civil engineering will receive a valuable, practical introduction to essential coding methodologies. Some background in coding, probability, and statistics is highly recommended to succeed in the course.

EN.560.619.01
Advanced Structural Analysis
James Guest

Overall quality of the class: 4.18

Summary:
The best aspects of the class included the helpful lectures and hands-on exposure to a broad range of technology and methods. Students felt the professor was frequently unavailable for feedback and clarification. Some students also felt that the problem sets were overly complicated and often overwhelming. Suggestions for improvement include more frequent, shorter assignments and more accessibility to the professor. Prospective students with an interest in civil engineering will receive a valuable introduction to essential software and analysis methods. Basic understanding of structural analysis and MATLAB is required to succeed in the class and students should be prepared to allot a significant amount of time to completing homework.

EN.560.629.01
Preservation Engineering: Theory and Practice I
Edmund Meade

Overall quality of the class: 3.86

This class had 5 or fewer comments.

EN.560.641.01
Equilibrium Models in Systems Engineering
Sauleh Siddiqui

Overall quality of the class: 4.67

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
CLASSICS

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

AS.040.105.01
Elementary Ancient Greek
Dimitrios Yatromanolakis

Overall quality of the class: 5.00

Summary:

The best aspects of this course included Professor Yatromanolakis' knowledge of the subject, enthusiasm and ability to connect with his students. Some students felt that the class covered too much material in too short amount of time. Suggestions for improvement included vocabulary quizzes, longer classes meeting fewer times a week, and a smaller class size. A few students said the class was fine as structured. Prospective students should expect a demanding, reading-heavy and interactive course focused on learning an ancient language. Some knowledge of Latin was considered helpful by a few students.

AS.040.107.01
Elementary Latin
Julia Lenzi

Overall quality of the class: 4.82

Summary:

Students praised Professor Lenzi for her knowledge, organizational ability, attentiveness and caring manner. Negative responses included the fast-paced nature of the class, the weekly vocabulary quizzes, and the lack of timely feedback on homework assignments. A few students also felt that the textbook didn't explain the material as well as the professor, which combined with the fast pace of the course, made it challenging to study for the quizzes. Suggested improvements included moving Friday quizzes to

Monday, which would give students more time study; reducing the frequency of the quizzes from weekly to biweekly; and providing an answer key to homework assignments, so students could check their work. Prospective students should be prepared for regular homework and weekly quizzes as well as devoting sufficient study time to learn a new language.

AS.040.111.01
Ancient Greek Civilization
Joshua Smith

Overall quality of the class: 4.35

Summary:

The best aspects of this course included Professor Smith's engaging lectures, his ability to present the big picture, and the interesting and relevant course materials. Some students said there were too many readings and that the TA-led discussions were not well-organized. While a number of students said the class was fine as currently presented, suggestions for improvement included restructuring the discussion section, having the instructor—not the TA—grade the first essay, and making the class a higher-level course due to the amount of work involved. Prospective students should expect a reading-heavy literature class that requires no background in Greek history.

AS.040.121.01
Ancient Greek Mythology: Art, Narratives, and Modern Mythmaking
Dimitrios Yatromanolakis

Overall quality of the class: 4.62

Summary:

Students praised the class for the professor's knowledge and enthusiasm, the interesting material covered, and a fair grading system. While many students liked the current format of the course, negative feedback included the amount of reading material, the repetitive nature of some lectures, and topics felt unrelated or unconnected at times. Suggestions for improving the class included shorter reading assignments, smaller classroom size, an electronic version of the syllabus, and clearer guidelines for presentations. Prospective students should expect an interactive and reading-heavy course that requires no background in Mythology.

AS.040.207.01
Intermediate Latin
Michele Asuni

Overall quality of the class: 4.18

Summary:

The best aspects of this course included the instructor's knowledge and enthusiasm, the interesting reading materials and interactive learning environment. Some students found the assignments excessive, the grading system unclear and the professor's expectation for mastering obscure vocabulary unrealistic. Suggestions for improvement included a more balanced homework schedule (I.e. shifting more assignments from Tuesday to Thursday); more frequent and in-depth reviews of vocabulary and grammar; increasing the frequency of quizzes which now occur sporadically and cover too much information; using additional primary texts; and providing a grading rubric for quizzes and tests. Coursework focuses primarily on translation. Prospective students should expect to have a good understanding of Latin grammar.

AS.040.308.01
Advanced Latin Poetry
Michael Butler

Overall quality of the class: 4.22

Summary:

Students praised the class for the professor's knowledge, teaching methods and the interesting reading materials. Negative feedback included grading was only based on the midterm and final (classroom participation was a non-factor); the grammar textbook was "user-hostile" in one student's words; and the instructor's lack of personal engagement, which was disappointing for a class with only nine students. Suggestions for improvement included changing the no-notes policy (which would help students with grammar and vocabulary); adding more reviews and discussions of the material; and factoring classroom participation into the overall grade to encourage greater attendance and engagement. Prospective students should expect to have a good understanding of Latin grammar. In addition, the final grade is based on two exams.

AS.040.348.01
Worlds of Homer
Emily Anderson

Overall quality of the class: 4.10

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interactive discussions and compelling reading materials. Some students found there was a heavy emphasis on archaeology, which didn't match the course description; the readings weren't always incorporated into classroom discussions; and the course lacked focus due to the wide range of materials covered. In addition, two students complained about the windowless and unheated classroom. Suggestions for improvement including adding Homer's epics to the coursework, incorporating PowerPoint slides that better matched the course material, and moving to a different building. Prospective students should be advised that this course focuses heavily on archaeology rather than literature.

AS.040.373.01
Propaganda and the Art of Visual Politics during the Roman Empire
Adam Tabeling

Overall quality of the class: 3.42

Summary:

Students praised the class for the professor's knowledge and passion, the engaging subject matter and stimulating classroom discussions. Negative feedback included too much emphasis on art history, no set syllabus, short turnaround time for readings, and too much class time devoted to lecturing rather than discussion. Suggestions for improvement included giving more notice on assigned readings, reducing the readings, adding more quizzes, tests and/or papers, and incorporating more discussion time. Prospective students should be advised that a background in art history is beneficial, though not necessary, for understanding the concepts discussed in this class.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
COGNITIVE SCIENCE DEPARTMENT

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

AS.050.101.01
Cognition
Tal Linzen

Overall quality of the class: 3.31

Summary:
The best aspects of the class included the interesting topics covered and manageable workload. Students agreed that the lectures were frequently unengaging and felt disorganized, with the professor and TA's seeming underprepared to teach certain topics. Some students also felt the syllabus tried to cover too much material, making it difficult to know what to study and discouraging students from delving deeply into any one subject. Suggestions for improvement include reorganizing lectures, establishing clear and standardized grading criteria, and possibly splitting the material into two courses. Prospective students with an interest in cognitive science will receive a valuable introduction to a broad range of topics within the field. Basic understanding of cognition is recommended but not required to succeed in the class, and prospective students should be prepared to allot time to self-guided learning and completing weekly assignments.

AS.050.102.01
Language and Mind
Colin Wilson

Overall quality of the class: 3.86

Summary:
The best aspects of the class included the interesting, accessible material and the enthusiastic teaching style of the professor. Students agreed that lectures were unstructured, redundant, and prone to unnecessarily detailed tangents on certain concepts. Some students also felt the discussions and TA sections were drawn out and less productive than they could have been. Suggestions for improvement include better time management during class, more interactive lectures, and more comprehensive

notes. Prospective students with an interest in cognitive science will receive a valuable introduction to the structure and processing of language. No prior knowledge is required to succeed in the class; however, students are encouraged to attend all lectures and take detailed notes to avoid falling behind.

AS.050.105.01
Introduction to Cognitive Neuropsychology
Michael McCloskey

Overall quality of the class: 4.41

Summary:
The best aspects of the class included the interesting primary sources regarding patients and the enthusiastic, highly knowledgeable professor. Students agreed that the grading criteria was inconsistent and varied depending on the TA. Students also felt there was a lack of material beyond the lectures, with few opportunities to practice, sparse PowerPoints, and little feedback on assignments. Suggestions for improvement include more standardized grading criteria, more focused lectures, and greater variety in the material covered. Prospective students with an interest in cognitive science and neurology will receive a valuable overview of inherited and developmental cognitive disorders. No background is required to succeed in the class; however, students are highly encouraged to attend all lectures and begin papers well in advance.

AS.050.317.01
Semantics I
Kyle Rawlins

Overall quality of the class: 3.75

Summary:
The best aspects of the class included the interesting subject matter and knowledgeable, engaging professor. Students agreed that grading was inconsistent and unreasonably slow, making it difficult for students to gauge their understanding or improve upon mistakes. Students also felt that lectures were disorganized and failed to establish fundamental concepts before moving into challenging material. Suggestions for improvement include more focused lectures, more productive sections, and prompter grading. Prospective students with an interest in cognitive science and linguistics will receive a valuable introduction to an intellectually challenging topic. Prior knowledge of linguistics is recommended but not required to succeed in the class, and prospective students should be prepared to complete math and programming heavy assignments.

AS.050.339.01
Cognitive Development
Julia Yarmolinskaya

Overall quality of the class: 3.90

Summary:

The best aspects of the class included the light workload, interesting material, and engaging, accommodating professor. Students agreed that the long sessions were a detriment to the class, making it difficult to remain engaged and retain information. Students also felt that exam questions were sometimes unclear, a problem compounded by the fact that grades depended almost exclusively on a small number of assignments. Suggestions for improvement include adding more assignments, changing the lecture schedule, and taking a more interdisciplinary approach to the material. Prospective students with an interest in cognitive science will receive a valuable introduction to the fundamentals of cognitive development. General knowledge of cognitive or developmental psychology is recommended but not required to succeed in the class, however prospective students are encouraged to take detailed notes and begin studying for exams well in advance.

AS.050.342.01
Windows to the Mind: A Survey of Neuroimaging Methods for Exploring Cognition
Jeremy Purcell

Overall quality of the class: 4.67

Summary:
The best aspects of the class included the hands-on experience with a variety of neuroimaging technology and the clear enthusiasm and preparation of the professor. Students felt the PowerPoints were unclear and not reflective of the material covered in exams. Some students also felt the course tried to cover too much material in a short amount of time. Suggestions for improvement include making lectures more focused, spending more time on the conceptual aspects of the course, and introducing review sessions or TA sections. Prospective students with an interest in cognitive science and neurology will receive a challenging but valuable introduction to modern neuroimaging tools and techniques. Prior knowledge of neuroscience and statistics is highly recommended but not required to succeed in the class and prospective students should be prepared to allot time to studying difficult, unfamiliar concepts.

AS.050.344.01
Writing Matters: Written Language and the Brain
Robert Wiley

Overall quality of the class: 4.31

Summary:
The best aspects of the class included the engaging, knowledgeable professor, reading and discussion led structure, and interesting subject matter. Students felt the requirement to submit questions for each reading was often unproductive, as some readings were relatively easy to understand while others were so complex that students did not know where to start. Suggestions for improvement include clearer class expectations, more guided discussions, and more streamlined readings. Prospective students with an interest in cognitive science will receive a valuable overview of a topic often overlooked in cognitive science classes. A solid background in cognitive science is assumed and prospective students should be prepared to allot time to completing dense weekly readings.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
COMPUTER SCIENCE

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

EN.601.104.01-02
Computer Ethics
Timothy Leschke

Overall quality of the class: 3.57

Summary:
The best aspects of the class included the straightforward material, the low-stress environment, and the availability of the professor. Many students felt the lectures were dull and unchallenging, making it easy to lose focus during class. Suggestions for improvement include facilitating class discussions, holding students accountable for participation, and restructuring lecture materials. Prospective students with an interest in computer science will receive a valuable introduction to a crucial aspect of the field. No background in ethics or computer science is necessary and students should be prepared to allot time to independent research and essay writing.

EN.601.107.01-03
Introductory Programming in Java
Joanne Selinski

Overall quality of the class: 3.91

Summary:
The best aspects of the class included the enthusiasm of the professor, engaging projects, and clear progression in the complexity of material. Many students felt the large lecture style was inherently ill-suited to a programming course. Students also felt the lectures were unevenly paced and moved too quickly through more complex and abstract methods, making it very easy to fall behind in the course. Suggestions for improvement include spacing out the material throughout the semester and providing more opportunities for practice and review. Prospective students with an interest in computer science will receive a comprehensive introduction to Java coding. Prior experience using Java is recommended

but not required; however, students should be prepared to allot a significant amount of time to self-guided learning.

EN.601.108.01-03
Introduction to Programming Lab
Joanne Selinski

Overall quality of the class: 3.97

Summary:
The best aspects of the class included the opportunity to practice coding and learn through collaboration with other students. Some students felt instructions were unclear, making it difficult to relate concepts discussed in lecture to the projects completed in lab. Students also felt some of the TAs were underprepared to help with coding. Suggestions for improvement include more office hours to discuss projects, more review of concepts before class, and a more direct relation between the lab and the lecture courses. Prospective students should have an interest in coding and will receive valuable practice applying concepts learned in the Introductory Programming in Java class. Students struggling with coding are highly encouraged to enroll.

EN.601.220.01-02
Intermediate Programming
Sara More

Overall quality of the class: 4.36

Summary:
The best aspects of the class included the engaging, approachable professor and the variety of stimulating coding projects in C/C++. Many students felt the homework assignments were unreasonably long and harshly graded. Students also felt the TAs were underprepared to teach their sections. Suggestions for improvement include more training for TAs, prompter grading, and more evenly spaced out homework assignments. Prospective students with an interest in computer science will receive an in-depth introduction to programming in C/C++. Students should have a solid background in coding and should be prepared to allot a significant amount of time to independent projects.

EN.601.220.03
Intermediate Programming
Yair Amir

Overall quality of the class: 4.44

Summary:
The best aspects of the class included the enthusiasm of the professor and TAs, engaging projects, and plentiful opportunities to practice and receive feedback on C/C++ coding. Students felt the lectures were outdated and often disorganized, making them difficult to remain engaged in. Some students also felt that the grading system was unclear and overly harsh. Suggestions for improvement include providing

clearer instructions on assigned projects and restructuring lectures. Prospective students should have an interest in programming and will receive a valuable introduction to coding in C/C++. Prior coding experience is essential to succeeding in the course, and students should be prepared to complete programming projects in and out of class.

EN.601.220.04
Intermediate Programming
Rohit Bhattacharya

Overall quality of the class: 4.29

Summary:
The best aspects of the class included the professor's engaging teaching style and the opportunity to work on large-scale coding projects. Many students felt that grading and feedback on projects were slow, making it difficult to prepare for future assignments. Some students also felt the due dates for projects were unreasonable, particularly for larger projects that could be prone to technical issues. Suggestions for improvement include prompter feedback, more in class examples, and longer timeframes to complete assignments. Prospective students should be interested in programming and will receive valuable experience coding in C/C++. Prospective students should be prepared to allot a significant amount of time to completing weekly projects.

EN.601.226.01
Data Structures
Peter Froehlich

Overall quality of the class: 3.23

Summary:
The best aspects of the class included the interesting projects and the intellectually challenging material that encouraged students to gain a deeper understanding of coding. The professor was unengaging, frequently unprepared for class, and unnecessarily harsh, which students felt created a negative, often openly hostile class environment. Many students also felt it was difficult to receive feedback or clarification from either the professor or the TAs. Suggestions for improvement include allowing collaboration, providing consistent feedback on assignments, and replacing the professor. Prospective students should have an interest in computer science and will receive a comprehensive introduction to data structures. A strong coding background is essential to succeeding in the class, and prospective students should be prepared to allot a significant amount of time to large projects and self-guided learning.

EN.601.229.01
Computer System Fundamentals
Peter Froehlich

Overall quality of the class: 2.75

Summary:
The best aspects of the class included the interesting, frequently challenging projects and the multiple opportunities to practice coding. Students felt Professor Froehlich was frequently unprepared, condescending, and unhelpful in providing feedback, creating an environment in which students felt uncomfortable seeking guidance from the professor, TAs, or their peers. Many students also felt that project instructions and grading were unclear. Suggestions for improvement include allowing collaboration and feedback from TAs, facilitating a more open class environment, and providing more comprehensive assignment instructions. A number of students suggested replacing the professor. Prospective students should have an interest in computer science and will receive an in-depth introduction to a broad range of fundamental aspects of computer systems. Prospective students should have a solid programming background, particularly with C/C++, and should be prepared to allot a significant amount of time to independent projects and self-guided learning.

EN.601.231.01
Automata & Computation Theory
Sara More

Overall quality of the class: 4.11

Summary:
The best aspects of the class included the engaging, effective teaching style of the professor, the intellectually challenging coursework, and the multiple opportunities to receive help and feedback on assignments. Students felt the class moved too slowly, leaving less time to discuss the practical application of the theories being taught. Some students also felt the grading was slow and inconsistent, making it difficult to know expectations for assignments. Suggestions for improvement include a faster pace while teaching introductory material, more even spacing of clicker use throughout the semester, and more homework assignments. Prospective students with an interest in computer science will receive a valuable introduction to computation theory. Students should have a solid background in discrete math, graph theory and set theory.

EN.601.255.01-02
Introduction to Video Game Design
Peter Froehlich

Overall quality of the class: 3.78

Summary:
The best aspects of the class included the engaging guest speakers and rewarding hands-on experience in game design. Students felt the lectures were tedious and not at all helpful to understanding material. Some students also felt the professor and TAs were unprepared and unnecessarily harsh. Suggestions for improvement include more organized, engaging lectures and more tutorials on specific aspects of game design. Prospective students with an interest in video game design will receive a valuable introduction. A solid background in programming languages including Python, C, and C++ is highly recommended.

EN.601.256.01-02; .04
Introduction to Video Game Design Lab
Peter Froehlich

Overall quality of the class: 4.38

This class had 5 or fewer comments.

EN.601.315.01; EN.601.415.01; EN.601.615.01
Databases
David Yarowsky

Overall quality of the class: 3.11

Summary:
The best aspects of the class included the interesting and essential course material and the well-designed projects. Many students felt the lectures were ineffective, unengaging, and difficult to get through. Some students also felt that some of the course material was outdated. Suggestions for improvement include more organized, engaging lectures and breaking homework assignments into more manageable chunks. Prospective students with an interest in computer science will receive a valuable overview of database tools and techniques. No prior database knowledge is required; however, students should be prepared to allot a significant amount of time to out-of-class work.

EN.601.318.01; EN.601.418.01; EN.601.619.01
Operating Systems
Peng Huang

Overall quality of the class: 4.45

Summary:
The best aspects of the class included the engaging, effective teaching style of the professor and the direct applicability of lecture material to labs. Students felt the workload was poorly spaced out and frequently overwhelming, making it difficult to comprehend the more important concepts in the class. Suggestions for improvement include providing more detailed lab instructions and breaking projects into more manageable parts. Prospective students with an interest in computer science will receive a valuable, hands-on introduction to how to build functional operating systems from the ground up. Background knowledge in programming, particularly in C, is essential to succeeding in the class, and students should be prepared to allot time to multiple challenging projects.

EN.601.365.01
Knowledge Discovery from Text
Thomas Lippincott, Benjamin Van Durme

Overall quality of the class: 3.26

Summary:
The best aspects of the class included the engaging lectures and hands-on exposure to a broad range of software engineering and machine-learning techniques. Classes were disorganized and often attempted to cover too much material at once, leaving many students feeling unsure of expectations and which material to focus on. Students also felt there was a lack of feedback on assignments. Suggestions for improvement include restructuring lectures to provide more technical background on subjects and communicating clearer instructions for assignments. Prospective students with an interest in computer science will receive a valuable introduction to a wide range of tools and techniques crucial to machine learning and software design. Prospective students should have a solid background in programming languages, particularly Python and R, and should be prepared to work with unfamiliar technology and techniques.

EN.601.415.01
Databases
David Yarowsky

Overall quality of the class: 2.64

Summary:
The best aspects of the class included the interesting, practical material and the enthusiastic, highly engaging teaching style of the instructor. Explanations for projects were often unclear, making it difficult for students to know where to begin in labs and outside work. Suggestions for improvement include implementing an operating system from scratch rather than working off an existing one and breaking some projects into more manageable assignments. Prospective students with an interest in computer science will receive a valuable introduction on how operating systems function. Background knowledge in programming, particularly in C, is essential to succeeding in the class, and prospective students should be prepared to allot time to multiple challenging projects.

EN.601.421.01; EN.601.621.01
Object Oriented Software Engineering
Scott Smith

Overall quality of the class: 3.99

Summary:
The best aspects of the class included the exposure to modern technology and engineering techniques and the emphasis on group work, which facilitated a deeper understanding of the practical material covered. The long-term group project resulted in uneven grading and expectations, as students with more experience felt they were putting more effort into their projects than their peers. Suggestions for improvement include focusing lectures more on practical advice, providing tutorials, and implementing a prerequisite in web development or evaluating undergraduate and graduate students separately. Prospective students with an interest in computer science will receive a valuable, hands-on introduction to modern software engineering technology. A solid background in software development is highly recommended to succeed in the course, and students should be prepared to work in groups and utilize unfamiliar technology.

EN.601.433.01; EN.601.633.01
Intro Algorithms
Michael Dinitz

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the breadth of topics discussed and intellectually stimulating material that encouraged a deep understanding of algorithms and proofs. Many students felt that lectures moved too quickly, making it difficult to prepare for homework and exams. Suggestions for improvement included slowing the pace of lectures, facilitating more classroom discussion, and adding a recitation section. Prospective students with an interest in computer science will receive a challenging but rewarding introduction to algorithm application. No prior knowledge of algorithms is required; however, prospective students should have a solid background in proof techniques and data structures.

EN.601.434.01; EN.601.634.01
Randomized and Big Data Algorithms
Vladimir Braverman

Overall quality of the class: 3.96

Summary:
The best aspects of the class included the interesting, applicable material covered and the focus on hands-on projects rather than exams. Lectures could be unengaging and difficult to follow, particularly in the first half of the semester. Many students also felt that there was a lack of feedback on assignments. Suggestions for improvement include making lectures more engaging and clarifying the grading system and expectations on the final project. Prospective students with an interest in computer science will receive a valuable introduction to the application of randomized and big data algorithms. Prospective students should have a solid background in mathematics, particularly in probability, to succeed in the course.

EN.601.442.01; EN.601.642.01
Modern Cryptography
Abhishek Jain

Overall quality of the class: 4.17

This class had 5 or fewer comments.

EN.601.443.01; EN.601.643.01
Security & Privacy in Computing
Joseph Akinyele

Overall quality of the class: 3.85

Summary:
The best aspects of the class included the well-designed projects and the introduction to a relevant and intellectually challenging topic. The professors were unfamiliar with teaching the subject and often unprepared, making it difficult for students to receive concrete feedback regarding difficult concepts. Suggestions for improvement include more engaging and informative lectures and more direct feedback on homework and projects. Prospective students with an interest in computer science and security will receive a valuable, hands-on overview of privacy and security issues facing the field. No prior background is assumed; however, familiarity with Python, PHP, and HTML is highly recommended.

EN.601.444.01; EN.601.644.01
Network Security
Seth Nielson

Overall quality of the class: 3.93

Summary:
The best aspects of the class included the professor's effective teaching style and hands-on experience working on open-ended projects. Students agreed that classes were disorganized, leaving students unsure of expectations or where to begin on their projects. Some students also felt the lectures were often unrelated to assignments. Suggestions for improvement include restructuring lectures to link directly to projects and providing a more substantial introduction to Playground. Prospective students with an interest in computer science will receive a challenging but rewarding introduction to network security. Prospective students should have a solid background in networking and programming.

EN.601.445.01; EN.601.645.01
Practical Cryptographic Systems
Matthew Green

Overall quality of the class: 4.53

Summary:
The best aspects of the class included the knowledgeable, enthusiastic professor and the real-world application of the material through current events and practical experience. Many students felt the class was disorganized, with grades getting returned late and deadlines remaining unclear for much of the semester. Suggestions for improvement include a more comprehensive syllabus, more structured lectures, and prompter grading. Prospective students with an interest in computer science will receive a valuable introduction to a broad range of interesting, relevant topics. A strong background in programming, cryptography, and Golang is essential to succeeding in the course.

EN.601.447.01; EN.601.647.01
Computational Genomics: Sequences
Benjamin Langmead

Overall quality of the class: 4.65

Summary:
The best aspects of the class included the knowledgeable, enthusiastic professor, engaging lectures, and interesting course material. Many students felt the homework was disconnected from the lectures and varied greatly in difficulty and usefulness. Some students also felt the final project was poorly executed, mainly due to the group aspect and the requirement that students choose their subjects halfway through the semester. Suggestions for improvement include restructuring the final project so later topics can be incorporated, providing more opportunities to practice implementing data structures, and providing more advanced work for graduate students. Prospective students with an interest in computer science will gain valuable experience working with string algorithms and the application of coding to other fields of study. Prospective students should have a solid background in programming, particularly in Python, and should be prepared to think about and begin projects well in advance.

EN.601.452.01
Computational Biomedical Research
Michael Schatz

Overall quality of the class: 4.86

Summary:
The best aspects of the class included the low-stress environment, interesting guest lecturers, and opportunity to engage in independent research. The lack of assignments and feedback left some students feeling unsure of their standing in the class. Students also felt there was a lack of concrete skills gained outside of the research. Suggestions for improvement include more consistent feedback and more coding assignments. Prospective students with an interest in computer science will gain valuable experience in computational research.

EN.601.455.01; EN.601.655.01
Computer Integrated Surgery I
Russell Taylor

Overall quality of the class: 3.57

Summary:
The best aspects of the class included the insightful guest lectures, challenging programming assignments, and interesting subject matter. Many students felt lectures were disorganized and difficult to follow. Students also felt assignments were poorly explained and assumed an unreasonable amount of prerequisite knowledge that had not been established. Suggestions for improvement include providing prompter feedback, restructuring lectures to be more engaging, and providing more background knowledge on new topics. Prospective students with an interest in computer science and medicine will receive a valuable introduction to a fascinating topic in computer science. A solid background in Python, C++, and MATLAB is essential to succeed in the course.

EN.601.457.01; EN.601.657.01
Computer Graphics
Michael Kazhdan

Overall quality of the class: 4.35

Summary:
The best aspects of the class included the interesting course material, engaging professor, and challenging but rewarding assignments. Some students felt the tools and techniques used were outdated and no longer applicable outside of class. Students also felt the homework was weighted poorly, with some assignments taking far longer to complete than others. Suggestions for improvement include making lectures more relevant to projects, providing more detail on assignments, and integrating more modern tech. Prospective students with an interest in computer science will gain valuable experience coding and designing their own work. A solid background in coding is essential to succeeding in the class, and students should be prepared to allot time to long out of class projects.

EN.601.461.01; EN.601.661.01
Computer Vision
Austin Reiter

Overall quality of the class: 4.36

Summary:
The best aspects of the class included the engaging, practical projects and the interesting material applicable to a broad range of programming careers. Many students felt the grading and work distribution was unreasonably weighted to end-of-semester activities. The lack of feedback and large amount of material covered made it difficult for students to know what to study. Suggestions for improvement include spacing out graded assignments more evenly and splitting the class into two semesters. Prospective students with an interest in computer science will gain valuable and immediately applicable programming experience. A strong programming background, particularly in Python, is essential to succeeding in the course, and students should be prepared to work with difficult and often unfamiliar concepts.

EN.601.463.01; EN.601.663.01
Algorithms for Sensor-Based Robotics
Simon Leonard

Overall quality of the class: 4.25

Summary:
The best aspects of the class included the engaging professor and interesting, hands-on course work. Students felt the lectures were not as helpful as they could have been. Some students also felt the math portions of the class were poorly explained. Suggestions for improvement include focusing less on exams and more on projects and providing more comprehensive notes. Prospective students with an interest in computer science will receive a valuable, practical introduction to robotics. A solid

background in C++, MATLAB, data structure, and algorithms is assumed and essential to succeeding in the class.

EN.601.465.01; EN.601.665.01
Natural Language Processing
Jason Eisner

Overall quality of the class: 4.73

Summary:
The best aspects of the class included the interesting material and knowledgeable, enthusiastic teaching style of the professor. Many students felt the workload was overwhelming and that homework assignments were frequently redundant. Suggestions for improvement include cutting down on the homework and having more structured sections. Prospective students with an interest in computer science will receive a valuable overview of NLP. A solid background in programming, algorithm, and probability is essential to succeeding in the class, and students should be prepared to complete challenging, time-consuming projects.

EN.601.468.01; EN.601.668.01
Machine Translation
Philipp Koehn

Overall quality of the class: 4.43

Summary:
The best aspects of the class included the engaging professor, well-organized classes, and opportunity to learn about cutting-edge material. Some students felt the last homework assignment was poorly explained and too ambitious in its expectations. Some students also felt that feedback on assignments was sparse and unhelpful. Suggestions for improvement include providing more consistent feedback on homework and restructuring the final homework assignment. Prospective students with an interest in natural language processing will receive a valuable, challenging introduction to a new field of study. Prospective students should have a solid background in probability, statistics, and Python.

EN.601.475.01; EN.601.675.01
Machine Learning
Mark Dredze

Overall quality of the class: 4.30

Summary:
The best aspects of the class included the knowledgeable professor, interesting material, and engaging projects that instill a solid foundation in machine learning. Many students felt the lectures covered material far too quickly and assumed too high a level of knowledge, making it extremely easy for students to fall behind. Suggestions for improvement include providing more detailed class notes, clearer expectations on projects, and more coding and sample questions in class. Prospective students

with an interest in computer science will receive a valuable overview of machine learning fundamentals. Students should have a solid background in programming and mathematics, particularly probability.

EN.601.477.01; EN.601.677.01
Causal Inference
Ilya Shpitser

Overall quality of the class: 3.89

Summary:
The best aspects of the class included the intellectually challenging material and unfamiliar techniques learned in the class. Students agreed that there was a lack of resources to study the theoretical material, making it difficult to prepare for class. Suggestions for improvement include providing more out-of-class resources and hands-on examples. Prospective students with an interest in computer science will receive a valuable introduction to a challenging but rewarding topic. Prospective students should possess a solid background in mathematics and should be prepared to study highly theoretical, unfamiliar material.

EN.601.485.01; EN.601.685.01
Probabilistic Models of the Visual Cortex
Alan Yuille

Overall quality of the class: 4.06

Summary:
The best aspects of the class included the knowledgeable, enthusiastic professor and the fascinating combination of neuroscience, mathematics, and engineering. Some students felt the professor moved too quickly through challenging mathematical concepts, making it difficult to follow along. Suggestions for improvement include allotting time in the beginning of the semester to review underlying concepts and spending more time on the math component of the class. Prospective students with an interest in neuroscience and computer science will receive a valuable, intellectually challenging introduction to a fascinating area of study. A solid background in programming, particularly with Python, and basic neuroscience is strongly recommended to succeed in the course.

EN.601.714.01
Advanced Computer Networks
Xin Jin

Overall quality of the class: 4.67

Summary:
The best aspects of the class included the interesting content and the opportunity to read current research papers that directly related to the topic. Students felt there was a lack of feedback on assignments, making it difficult to gauge their understanding of the material. Some students also felt there was a lack of student interaction. Suggestions for improvement include restructuring lectures to

encourage participation and allotting time to review fundamental topics in advanced networks. Prospective students with an interest in computer science will receive an in-depth introduction to current issues and techniques regarding computer networks. Students should be comfortable reading dense network papers.

EN.601.723.01
Advanced Topics in Data-Intensive Computing
Randal Burns

Overall quality of the class: 4.54

Summary:
The best aspects of the class included the open, discussion-based class structure that encouraged independent research and the professor's knowledge and flexibility. Students felt classes could be too disorganized, with frequent cancellations and last-minute reading announcements. Suggestions for improvement include a clear schedule of readings and assignments and providing some background on parallel programming and distributed computing concepts. Prospective students with an interest in computer science will receive valuable, self-guided experience working with data-intensive computing. Students should have a solid background in systems and parallel programming.

EN.601.730.01
Pseudorandomness and Combinatorial Constructions
Xin Li

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.601.751.01
Advanced Topics in Genomic Data Analysis
Alexis Battle

Overall quality of the class: 4.63

Summary:
The best aspects of the class included the breadth of topics covered and the excellent feedback on assignments. Students felt that homework was assigned often at the last minute, making them difficult to plan around. Some students also felt the class was not focused enough on applications of discussed methods. Suggestions for improvement include providing more tutorials and guided assignments and reorganizing the order of topics. Prospective students with an interest in computer science and genetics will receive a valuable introduction to a broad range of advanced methods. Be prepared to conduct a significant amount of independent research.

EN.601.775.01

Statistical Machine Learning
Ranan Arora

Overall quality of the class: 4.05

Summary:
The best aspects of the class included the knowledgeable lecturer and the interesting concepts discussed. Students felt the class was somewhat disorganized, particularly in regards to exams. Some students also felt the class was unevenly paced, with a disproportionate amount of the challenging concepts taught in the last few weeks of the semester. Suggestions for improvement include providing more comprehensive notes and a clearer schedule. Prospective students interested in computer science will receive a valuable introduction to challenging theoretical concepts. A strong mathematical background and basic knowledge of machine learning are required to succeed in the course.

EN.601.826.01
Selected Topics in Programming Languages
Scott Smith

Overall quality of the class: 4.86

This class had 5 or fewer comments.

EN.601.865.01
Selected Topics in Natural Language Processing
Jason Eisner

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.601.866.01
Selected Topics in Meaning, Translation and Generation of Text
Benjamin Van Durme

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.601.868.01, EN.601.875.01
Selected Topics in Machine Translation
Philipp Koehn

Overall quality of the class: 4.58

This class had 5 or fewer comments.

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

AS.270.103.01
Introduction to Global Environmental Change
Katalin Szlavecz, Darryn Waugh

Overall quality of the class: 3.29

Summary:
The best aspects of the class included the exposure to relevant global and local environmental issues and the clearly structured, manageable workload. Many students felt the lectures were tedious, confusing, and not at all helpful to understanding the material. Students cited the PowerPoints specifically as being confusingly organized and difficult to put in context. Suggestions for improvement include incorporating more in-class activities and opportunities for discussion and introducing a wider variety of readings. Prospective students with an interest in earth science will receive a valuable introduction to a broad range of topics regarding climate change and environmental science. Prior knowledge is not required to succeed in the course; however, students should be prepared to allot time to self-guided learning and homework assignments.

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

Overall quality of the class: 4.07

Summary:
The best aspects of the class included the fascinating readings, guest lecturers, and low-stress, friendly environment fostered by the knowledgeable, approachable professor. Many students felt the grading system was opaque and subjective, with very little feedback on weekly essays. Some also felt that in-class work was unproductive and could have been done out of class. Suggestions for improvement include more feedback on assignments and covering other material than the novel during class. Prospective students with an interest in earth science will receive a valuable, relaxed approach to

studying the topic. Prior knowledge of earth science is not required to succeed in the course, and students should be prepared to complete weekly readings and writing assignments.

AS.270.112.01-02
The Changing Arctic Environment: Problem or Opportunity?
Renske Gelderloos

Overall quality of the class: 3.93

Summary:
The best aspects of the class included the knowledgeable instructor, interesting in-class projects including an Arctic Council simulation, and accessibility of the material regardless of background. Students felt some of the class activities were less engaging than others and could have been done outside of class. Some also felt that the textbook was frequently unrelated to the lectures and not always helpful in understanding the material. Suggestions for improvement include changing the readings, spreading the workload more evenly across the semester, and changing some of the in-class activities. Prospective students with an interest in earth science will receive a valuable introduction to Arctic and climate research. Background knowledge of climate change is recommended but not required to succeed in the class.

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

Overall quality of the class: 4.18

Summary:
The best aspects of the class included the clear expectations and hands-on introduction to the application of GIS. The once-a-week schedule was deemed ill-suited to the coursework, making it difficult to remain focused on the highly technical material and stay on track outside of class. Suggestions for improvement include providing more opportunities to work outside of class, changing the class schedule, and assigning more engaging ARCGIS projects. Prospective students with an interest in earth science will receive a valuable introduction to an important tool in geographic and environmental research. No background in GIS is required, and students should be prepared to allot time to completing on-campus work.

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

Overall quality of the class: 4.29

Summary:
The best aspects of the class included the professors' knowledge and enthusiasm, interesting material and hands-on learning opportunities. A few students were disappointed that the class and lab were not

offered together. Suggestions for improvement include opening the field trip to all students not just those who are in the lab and restructuring the early lectures for greater clarity. Prospective students should expect an intellectually stimulating science course with a manageable workload. No prior knowledge of geology is required.

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

Overall quality of the class: 3.80

This class had 5 or fewer comments.

AS.270.317.01
Conservation Biology
Jerry Burgess

Overall quality of the class: 4.53

Summary:
The best aspects of the class included the engaging lectures, interesting material, and enthusiastic, experienced professor. Many students felt the pace of class could be chaotic, as the professor attempted to fit too much material into each class. Some students also felt the article discussions were less engaging than the rest of the class and took valuable time away from studying more complex topics. Suggestions for improvement include a narrower focus, more structured syllabus, and fewer articles. Prospective students with an interest in environmental science will receive a valuable introduction to contemporary issues in conservation. Background knowledge of the scientific and political aspects of conservation is beneficial but not required to succeed in the class.

AS.270.332.01
Soil Ecology
Katalin Szlavecz

Overall quality of the class: 4.60

This class had 5 or fewer comments.

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

Overall quality of the class: 4.03

Summary:
The best aspects of the class included the guest lecturers from a wide variety of fields and the interesting, challenging material that covered a broad range of scientific fields. Many of the lectures assumed an advanced knowledge of physics not possessed by most students. Some also felt lectures and sections were not in sync, with TAs having drastically different teaching styles and grading criteria. Suggestions for improvement include recording lectures, establishing consistent grading criteria, and providing introductory lectures on basic astronomy and physics terminology. Prospective students with an interest in astronomy will receive a valuable introduction to a broad range of topics that encompass biology, physics, and earth science. Prior knowledge is helpful but not required to succeed in the course, and students should be prepared to take extensive notes and attend all lectures.

AS.270.336.01
Freshwater Systems
Rebecca Kelly

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the small class size and passionate, engaging teaching style of the professor. Some students felt that the grading criteria was unclear. Students also felt that much of the studying material including the PowerPoints and reading questions were not useful and only created busy work. Suggestions for improvement include adding more in-class activities and restructuring the reading responses. Prospective students with an interest in environmental science will receive a valuable introduction to a broad range of topics. They should have a general background in environmental science and be prepared to allot time to weekly readings and writing assignments.

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

Overall quality of the class: 4.00

This class had 5 or fewer comments.

AS.270.495.01
Senior Thesis
Thomas Haine

Overall quality of the class: 4.40

This class had 5 or fewer comments.

AS.271.302.01
Exploring Nature

Alexios Monopolis

Overall quality of the class: 4.58

Summary:
The best aspects of the class included the insightful discussions facilitated by the professor and the opportunity to explore and study the local environment. Many students felt the readings were frequently overwhelming and scheduled at the last minute, making it difficult to complete the weekly journals. Suggestions for improvement include shorter weekly journals, prompter reading assignments, and allotting more time for class trips. Prospective students with an interest in environmental sciences will receive a valuable and uniquely taught introduction to studying nature. A strong environmental background is helpful but not necessary to succeed; however, students should be prepared to complete dense readings and roughly six pages of writing a week.

AS.271.304.01
Sustainable Food Systems
Rebecca Kelly

Overall quality of the class: 4.67

Summary:
The best aspects of the class included the interesting material and the engaging, hands-on experience of cooking during each class. Many students felt discussions were unguided at times and tended to stall. Some also felt the assignments were not challenging enough, making the course less engaging than it could have been. Suggestions for improvement include more input from the professor during discussions and more open-ended assignments to encourage critical engagement with the material. Prospective students with an interest in environmental science will receive a uniquely hands-on introduction to sustainability. A strong background in environmental science and sustainability is beneficial but not required to succeed in the class, and students are highly encouraged to participate in discussions.

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

AS.310.305.01
Southeast Asia and US Security
Marvin Ott

Overall quality of the class: 4.53

Summary:
The best aspects of the class included the engaging, highly knowledgeable professor and the breadth of content covered, including current events regarding each nation discussed. The once-a-week lecture format was ill-suited for the class and made it difficult to remain engaged for the entirety of lessons. Some students also felt there was a lack of feedback on grades. Suggestions for improvement include adding more guest lecturers, more graded assignments, and allotting more time for discussion. Prospective students with an interest in international studies and geopolitics will receive a valuable introduction to contemporary issues facing both Southeast Asia and the U.S. Prior knowledge of the region is helpful but not required to succeed in the class.

AS.310.309.01
Monsters, Demons, and Ghosts; Folklore and Festival in Japan
Caleb Carter

Overall quality of the class: 4.40

Summary:
The best aspects of the class included the passion and personal experience of the professor and the open discussion format of the class. Some students felt the grading system was harsh and unclear. Students also felt some of the readings were overwhelming. Suggestions for improvement include creating clearer expectations for the essays and replacing some of the readings with primary sources. Prospective students with an interest in Japanese culture will receive a valuable introduction to a broad range of topics. Prior knowledge of Japanese history and culture is helpful but not required, and students should be prepared to allot time for dense readings, quizzes, and weekly writing assignments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
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:

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

AS.180.101.01-16, AS.180.101.21-24
Elements of Macroeconomics
Robert Barbera

Overall quality of the class: 3.46

Summary:
The best aspects of the class included the interesting lectures that incorporated real world examples and the problem sets which were very effective at making students restudy the material and preparing them for exams. Students felt the lectures were disorganized and disjointed from one another, making them difficult to keep up with. This was particularly true for students with no prior economic background. Suggestions for improvement include restructuring lectures and PowerPoints and introducing how framing of information can affect the conclusions drawn in economics. Prospective students with an interest in macroeconomics will receive a comprehensive, fascinating introduction to the topic. Prior knowledge of economics is recommended but not required to succeed in the class.

AS,180.217.01
Game Theory in Social Sciences
Ying Chen

Overall quality of the class: 4.27

Summary:
The best aspects of the class included the interesting subject and the systematic approach to the material, which allowed students to gain a deeper understanding of the fundamental aspects of decision-choice rationale. The problem sets provided were unnecessarily convoluted and students felt there was little guidance on how to complete them. Some students also felt lectures moved too slowly, making it difficult to remain engaged during class. Suggestions for improvement include clearer problem set structure, class sections, and requiring a mathematics prerequisite. Prospective students with an interest in economics will receive a valuable introduction to game theory and its applicability in the real

world. Prior knowledge of calculus is strongly recommended and prospective students should be prepared to allot time to complete problem sets and studying course material.

AS.180.228.01
Economic Development
Mark Gersovitz

Overall quality of the class: 3.46

Summary:
The best aspects of the class included the breadth of topics covered and the engaging professor, who frequently incorporates personal experience working in developing countries into their lectures. Some students felt the professor was prone to going on tangents and moving too quickly past fundamental concepts, making lectures difficult to follow. Some students also felt that the homework did not directly relate to the class and failed to prepare them for the exams. Suggestions for improvement include a clearer curriculum, more structured lectures, and more examples of applications of theories to developing countries. Prospective students with an interest in economics will receive a valuable introduction to economic development led by a highly experienced professor. The class workload is light; however, students should have a basic knowledge of micro and macroeconomics.

AS.180.241.01
International Trade
Somasree Dasgupta

Overall quality of the class: 4.28

Summary:
The best aspects of the class included the interesting and politically relevant material and the quality of the professor, who students described as knowledgeable, enthusiastic, and able to foster an open, relaxed environment despite the large class size. Many students felt the grading systems, which consisted of a midterm, final, and sporadic homework assignments, made it overwhelmingly difficult if not impossible to improve their grades or gauge their understanding of the content. Suggestions for improvement include introducing sections to cut down on lecture time spent asking questions and including more assignments. Prospective students with an interest in economics will receive a valuable introduction to international trade and economic policy that has applicability in a range of fields. Prospective students should have a working understanding of macroeconomics.

AS.180.261.01
Monetary Analysis
Somasree Dasgupta

Overall quality of the class: 4.19

Summary:

The best aspects of the class included the consistently engaging lectures and the knowledge and enthusiasm of the professor. Students felt that grading, which was weighted almost exclusively on a midterm and final, made it unreasonably difficult to improve their grades over the course of the semester. Some students also felt the pace of lectures was inconsistent, making information difficult to keep track of. Suggestions for improvement include adding more problem sets, relating readings more closely to lecture, and spending more time on particularly difficult concepts. Prospective students with an interest in finance will receive a valuable introduction that blend micro and macroeconomics. Basic prior knowledge in economics is recommended to succeed in the class.

AS.180.261.02
Monetary Analysis
Ludmila Poliakova

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the focused, straightforward lectures and the ability of the professor to tie the material to real world topics. Some students felt that classes were less than interactive and difficult to remain engaged in. Some students also felt the homework was unchallenging and not at all helpful in preparing for exams. Suggestions for improvement include more variety in lectures, more comprehensive homework, and more emphasis on theory during exams. Prospective students with an interest in finance will receive a valuable introduction to economic theories immediately applicable to the financial market. The workload is relatively light, however background in economics is recommended to succeed in the class.

AS.180.280.01
The History and Future of the Hedge Fund Industry
Kevin Heerdt

Overall quality of the class: 4.92

Summary:
The best aspects of the class included the small class size and the passion and industry experience of the professor. Some students felt the class was too unstructured and were unsure of expectations for assignments. Suggestions for improvement include clarifying class expectations and giving more explanation of information presented in PowerPoints. Prospective students with an interest in finance will receive a valuable, in-depth overview of the hedge fund industry. A solid background in economics and investment is highly recommended to succeed in the class and students are highly encouraged to complete readings well in advance.

AS.180.289.01
Economics of Health
David Bishai

Overall quality of the class: 3.38

Summary:
The best aspects of the class included the knowledgeable professor and the opportunity to apply economic theory to the U.S. health system. Students felt the long once a week schedule was ill-suited for the class, making it difficult to keep lectures organized and engaging over the entire 3-hour time frame. Students also felt there were no set standards for grading and a lack of communication between the professor and TA. Suggestions for improvement include changing the class schedule, making lectures more engaging, and having a clearer grading rubric. Prospective students should have an interest in economics and public policy and will receive a valuable introduction to the economic issues facing U.S. healthcare. A solid economic background is recommended to succeed in the course and prospective students should be prepared for challenging exams and homework assignments.

AS.180.301.01
Microeconomic Theory
Muhammad Husain

Overall quality of the class: 4.51

Summary:
The best aspects of the class included the enthusiasm and availability of the professor and the engaging, straightforward presentation of materials. Some students felt that lectures moved too slowly and often repeated themselves, leaving less time for more complex subjects later in the semester. Many students also felt that sections were unrelated to the rest of the class and not at all useful. Suggestions for improvement include more structured sections, more comprehensive notes available to students, and allotting more time for advanced material. Prospective students should have a solid background in economics and will receive valuable insight into microeconomics. Prospective students should be prepared to allot time to understanding textbook material and are highly encouraged to attend all lectures.

AS.180.309.01
Economics of Uncertainty and Information
Edi Karni

Overall quality of the class: 4.22

This class had 5 or fewer comments.

AS.180.310.01
Economics of Antitrust
Bruce Hamilton

Overall quality of the class: 4.78

Summary:

The best aspects of the class included the effectiveness of the professor and the freedom allowed to engage with specific topics through papers and oral arguments, encouraging students to think critically about the topics being discussed. Students felt that classes were disorganized and less productive than they could have been. Suggestions for improvement include posting study material online and providing more guidance on assignments. Prospective students interested in economic policy will gain valuable experience learning about a broad range of economic theories and their applications. Students should have a solid understanding of microeconomic theory and should be prepared to actively participate in class.

AS.180.312.01
Evaluating Public Policy: Experimental and Quasi-Experimental Research Design in Social Science
Shaiza Qayyum

Overall quality of the class: 4.63

Summary:
The best aspects of the class included the small class size and the exposure to advanced econometric methods and tools. Students felt the lectures were often difficult to follow and moved too quickly through challenging material. Suggestions for improvement include more practical examples in class and a slower lecture pace. Prospective students with an interest in economics and public policy will receive valuable experience working with advanced methods of economists. A solid mathematic and economic background is necessary to succeed in the class, and prospective students are highly encouraged to collaborate with peers on problem sets and group assignments.

AS.180.334.01-02
Econometrics
Muhammad Husain

Overall quality of the class: 3.61

Summary:
The best aspects of the class included the engaging professor and exposure to challenging economic methods. There was little information on how to use STATA, making sections exceedingly difficult for students less familiar with the program. Students also felt there was a lack of communication between the professor and TAs, making grading standards uneven and unclear. Suggestions for improvement include more focused sections and a more comprehensive introduction to STATA. Prospective students interested in economics will receive a valuable introduction to a challenging but essential subject. Students should have a solid background in economics and statistics and should be prepared to take comprehensive in-class notes.

AS.180.351.01
Labor Economics
Muhammad Husain

Overall quality of the class: 4.25

Summary:
The best aspects of the class included the engaging, effective professor and the low workload which allowed students to focus on fully understanding the material. Students felt there were few opportunities to practice during class and that quiz and midterm questions were long and difficult to understand. Suggestions for improvement include adjusting exams to more accurately reflect material studied in class and providing more feedback and study resources. Prospective students should have an interest in economics and a solid background in econometrics to succeed in the course. Prospective students will receive a comprehensive introduction to an important area of economic study.

AS.180.355.01
Economics of Poverty/Inequality
Robert Moffitt

Overall quality of the class: 4.32

Summary:
The best aspects of the class included the knowledgeable professor and engaging class material and supplementary readings. Many students felt the discussions were unproductive and not at all helpful in understanding the material. Suggestions for improvement include more structure lectures with more comprehensive power points and listing the course as writing-intensive. Prospective students should have a solid understanding of microeconomics and can expect an in-depth exposure to economic theory and policy regarding poverty and inequality. Prospective students should be prepared to allot time to completing dense readings and weekly writing assignments.

AS.180.363.01
Sex, Drugs, and Dynamic Optimization: The Economics of Risky Behavior
Nick Papageorge

Overall quality of the class: 5.00

Summary:
The best aspects of the class included the fascinating topics and engaging classroom discussions that encouraged students to fully understand the material. Students felt the professor could be overly harsh and underprepared to teach an undergraduate class. Suggestions for improvement include providing more feedback on assignments and setting higher standards for class preparation and participation. Prospective students should have prior knowledge of economics and will receive a uniquely discussion-led introduction to a fascinating area of economic study. Students are highly encouraged to begin readings early and arrive prepared to participate in discussions.

AS.180.367.01
Investment-Portfolio Management
Jonathan Wright

Overall quality of the class: 4.12

Summary:
The best aspects of the class included the breadth of applicable tools and methods used by investors and the knowledgeable, engaging teaching style of the professor. Many students felt the lectures were too fast paced and covered too much material, making it easy for students to fall behind in class. Students also felt there was little feedback on assignments and little opportunity for them to gauge their comprehension. Suggestions for improvement include more interaction during class, clearer feedback, and narrowing the focus of the course. Prospective students with an interest in investment will receive valuable exposure to a wide range of applicable topics and methods. Students should have a solid microeconomic and mathematic background and are highly encouraged to attend all lectures.

AS.180.372.01
Finance and Macroeconomy
Jon Faust

Overall quality of the class: 4.71

Summary:
The best aspects of the class included the interesting subject matter and the engaging, open discussions of a broad range of economic issues. Some students felt discussions stuck too closely to readings and the financial news of the day. Suggestions for improvement include providing more time for background readings and allowing discussions to branch into more political and policy-related topics. Prospective students with an interest in economics will receive a valuable introduction to the way economists approach real-world macroeconomic issues. Prospective students should have a solid background in macroeconomics and are highly encouraged to prepare for discussions well in advance.

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

EN.520.137.01
Introduction to Electrical & Computer Engineering
Trac Duy Tran

Overall quality of the class: 4.34

Summary:

The best aspects of this course included the professor's knowledge, enthusiasm and availability, the interesting subject matter with real-world applications, and the wide range of material covered. Some students felt that the lectures could be unengaging and the labs disorganized at times. Suggestions for improvement include adding more labs, using more examples in lectures and aligning class work more closely with test materials. Prospective students should expect an intellectually challenging course that provides a comprehensive overview of the subject matter. A background in calculus and physics is recommended.

EN.520.219.01
Fields, Matter & Waves
Mark Foster

Overall quality of the class: 4.31

Summary:

The best aspects of this course included the professor's knowledge, engagement and approachability; stimulating lectures; and interesting topics. Negative feedback included the lack of timely feedback on homework. Suggestions for improvement include a greater focus on problem-solving in class and posting more practice problems on Blackboard. It is recommended to take Calculus III prior to this class instead of concurrently. Also, knowledge of Physics II would benefit prospective students in the successful completion of this course.

EN.520.230.01-
Mastering Electronics
Amy Foster, Sathappan Ramesh

Overall quality of the class: 3.76

Summary:

The best aspects of this course included the interesting subject matter, stimulating lab work, and professor's knowledge and helpfulness. Some students felt that the lectures were often rushed, the workload was extremely heavy, and that there was not enough time to complete labs. The lack of timely feedback on assignments was also mentioned. Suggestions for improvement include posting lecture notes on Blackboard, providing clearer instructions and timelier feedback on assignments, adding more example problems to lectures, and reducing the number of assignments. A few students mentioned the course might work better if it were split into two classes as it was originally. Prospective students should expect an intellectually challenging, homework-dependent course that requires a significant time commitment. Prospective students should also be aware there is a $250 lab fee.

EN.520.250.01
Leading Innovation Design Team
Charbel Rizk

Overall quality of the class: 3.33

This course had 5 or fewer comments.

EN.520.270.01
Introduction to Renewable Energy Engineering
Susanna Thon

Overall quality of the class: 4.27

Summary:

The best aspects of this course included the interesting material, broad spectrum of topics and frequent guest lectures. Negative feedback focused on the lengthy homework problems and difficult exams that required heavy memorization. Suggestions for improvement include emphasizing the most critical information in lectures and reducing the amount of homework. Prospective students should expect an intellectually demanding, lecture-dependent course that requires effective time management skills.

EN.520.315.01
Introduction to Information Processing of Sensory Signals
Hynek Hermansky

Overall quality of the class: 3.73

Summary:

The best aspects of this course included the interesting subject matter, manageable workload and the professor's knowledge and enthusiasm. Some students felt that the homework was often unrelated to the material presented in class, the lectures were too PowerPoint-dependent, and the class suffered from disorganization at times. Suggestions for improvement include ensuring that materials for lectures, homework and exams are in alignment. Prospective students should have some familiarity with signals and systems.

EN.520.340.01
Introduction to Mechatronics
Charbel Rizk

Overall quality of the class: 4.22

Summary:

The best aspects of this course included the professor's knowledge, the helpfulness of the TAs, and the hands-on nature of the class, which includes building a robot. Some students felt that the instructor set unrealistic and inconsistent expectations at times. Suggestions for improvement included more effectual lectures with an expanded section on robotics theory. Prospective students should expect an intellectually demanding, time-intensive course that culminates in building a robot.

EN.520.349.01-02
Microprocessor Lab I
Robert Glaser

Overall quality of the class: 3.71

Summary:

The best aspects of this course included the professor's expertise, interesting material and hands-on learning at the computer lab, which students had access to around-the-clock. Negative feedback included the heavy workload and 8am start time for class. Suggestions for improvement include fewer assignments and a later start time for lectures. Prospective students should expect an intellectually challenging, research-dependent class that requires a significant time commitment. In addition, unexpected problems are common when working in a lab, so prospective students should allot extra time to handle contingencies.

EN.520.412.01
Machine Learning for Signal Processing
Najim Dehak

Overall quality of the class: 3.80

This course had 5 or fewer comments.

EN.520.414.01
Image Processing & Analysis
John Goutsias

Overall quality of the class: 3.73

Summary:

The best aspects of this course included the professor's knowledge and engagement and the interesting topics, especially linear image processing. Some students felt that homework assignments could be extremely time-consuming and that the PowerPoint-dependent lectures were often unengaging. In addition, a few students mentioned that some of the material has become outdated in light of new technological developments. Suggestions for improvement include making the lectures more interactive; breaking up homework into smaller, more frequent assignments; and providing examples of MATLAB code for common image processing techniques. Prospective students should expect an intellectually challenging, homework-dependent course that requires excellent time management skills. A solid background in MATLAB and signal processing is recommended.

EN.520.424.01-02
FPGA Synthesis Lab
Philippe Pouliquen

Overall quality of the class: 3.88

Summary:

The best aspects of this course included the professor's knowledge and approachability, interesting and useful subject matter, and well-designed projects. Some students felt that the workload was extremely heavy and there wasn't enough timely feedback on assignments throughout the semester. Suggestions for improvement include more detailed lecture notes, a better system for feedback and fewer quizzes. Prospective students should expect an intellectually demanding, research-dependent course that requires a significant time commitment.

EN.520.427.01
Product Design Lab
Israel Gannot, Sathappan Ramesh

Overall quality of the class: 3.13

This course had 5 or fewer comments.

EN.520.432.01
Medical Imaging Systems
Muyinatu Bell

Overall quality of the class: 4.00

This course had 5 or fewer comments.

EN.520.435.01
Digital Signal Processing
Howard Weinert

Overall quality of the class: 3.81

Summary:

The best aspects of this course included the professor's knowledge and sense of humor, interesting subject matter and clear expectations. Some students felt that the grading on homework assignments could be unduly harsh and lectures unengaging at times. Suggestions for improvement include aligning homework with exams, instituting review sessions, focusing on practical applications of the subject matter, and implementing a fairer grading system. Prospective students should expect an intellectually rigorous, homework-dependent course that requires effective time management skills. Some background in signals and systems is recommended.

EN.520.445.01
Audio Signal Processing
Mounya Elhilali

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the interesting subject matter, project-based nature of the class, and the professor's helpfulness. Negative feedback included unengaging lectures at times, the lack of updated grade information, and unclear project guidelines. Suggestions for improvement include receiving more timely and detailed feedback on projects, providing more guidance on the MATLAB process, and adding an interactive element to the lectures. Prospective students should expect an intellectually challenging, project-based course that requires excellent time management skills. Some knowledge of MATLAB, signals and systems would prove beneficial.

EN.520.454.01:
Control Systems Design

Pablo Iglesias

Overall quality of the class: 4.17

This course had 5 or fewer comments.

EN.520.462.01
Leading Innovation Design Team
Charbel Rizk

Overall quality of the class: 3.67

This course had 5 or fewer comments.

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

Overall quality of the class: 4.25

This course had 5 or fewer comments.

EN.520.495.01, 03-04
Microfabrication Laboratory
Andreas Andreou

Overall quality of the class: 3.67

Summary:

This course had 5 or fewer comments.

EN.520.612.01
Machine Learning for Signal Processing
Najim Dehak

Overall quality of the class: 4.35

Summary:

The best aspects of this course included the interesting and useful material, manageable workload, and the professor's knowledge and helpfulness. Some students felt that there was a lack of feedback regarding assignments throughout the semester and clearer instructions were needed for homework and lab assignments, especially early in the semester. Suggestions for improvement include making it a

4-credit class or reducing the workload; providing feedback in a timelier fashion; and adding a MATLAB and Python tutorial for the labs. Prospective students should expect an intellectually stimulating, research-dependent course that requires familiarity with MATLAB and Python. Good time management skills are required.

EN.520.613.01
Advanced Topics in Optical Medical Imaging
Jin Kang

Overall quality of the class: 3.83

This course had 5 or fewer comments.

EN.520.614.01
Image Processing & Analysis
John Goutsias

Overall quality of the class: 4.12

Summary:

The best aspects of this course included the professor's knowledge, interesting and challenging subject matter, and hands-on programming experience. Some students felt that the quizzes were too heavily weighted and practice problems weren't always germane to understanding the material. Suggestions for improvement include reducing the number of quizzes and homework assignments and providing more examples with real-world applications in lectures. Prospective students should have a background in signals and systems before enrolling. Some familiarity with MATLAB will also prove advantageous.

EN.520.616.01
Processing of Audio and Visual Signals
Hynek Hermansky

Overall quality of the class: 4.64

Summary:

The best aspects of this course included the professor's knowledge and helpfulness, interesting content and the wide range of topics covered. Negative feedback was limited. Suggestions for improvement include setting and keeping deadlines for assignments. Prospective students should expect an intellectually stimulating introduction to a foundational subject. A basic knowledge of signal processing is recommended.

EN.520.621.01
Introduction to Nonlinear Systems

Pablo Iglesias

Overall quality of the class: 4.78

This course had 5 or fewer comments.

EN.520.622.01
Principles of Complex Networked Systems
John Goutsias

Overall quality of the class: 3.93

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures and in-depth exploration of the subject matter. Some students felt that the lack of homework assignments impeded their understanding of the material. Suggestions for improvement include incorporating more practice problems, homework assignments and quizzes into the course. Prospective students should expect an intellectually stimulating course with a manageable workload. Some background in probability, including the Markov chain, is highly recommended.

EN.520.629.01
Networked Dynamical Systems
Enrique Mallada Garcia

Overall quality of the class: 4.75

This course had 5 or fewer comments.

EN.520.632.01
Medical Imaging Systems
Muyinatu Bell

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the comprehensive approach to the subject matter and the hands-on processing assignments. Some students felt that the lectures often repeated what was in the textbook and that too much time was spent on basic derivations. Suggestions for improvement include adding more hands-on assignments throughout the semester, using more practice problems in lectures, and aligning lecture content with homework assignments. Prospective students should expect a homework-dependent course that requires effective time management skills. A background in MATLAB would prove beneficial.

EN.520.635.01
Digital Signal Processing
Howard Weinert

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the professor's knowledge, engaging lectures and well-structured approach to the material. Negative feedback included the lack of timely feedback on assignments. In addition, reading the professor's handwritten notes on the blackboard could be challenging at times. Suggestions for improvement include adding more quizzes and using PowerPoints during lectures. Prospective students should expect an intellectually challenging, lecture-dependent course. Familiarity with signals and systems, along with MATLAB, is considered advantageous.

EN.520.644.01-02
FPGA Synthesis Lab
Philippe Pouliquen

Overall quality of the class: 3.90

This course had 5 or fewer comments.

EN.520.645.01
Audio Signal Processing
Mounya Elhilali

Overall quality of the class: 4.42

Summary:

The best aspects of this course included the professor's knowledge and helpfulness, interesting projects with real-life applications, and the opportunity to learn MATLAB. Negative feedback was limited. Suggestions for improvement include adding weekly quizzes to reinforce material covered in previous lectures and assigning MATLAB-based homework. It is recommended that prospective students have some background in signals and systems, along with MATLAB experience.

EN.520.646.01
Wavelets & Filter Banks
Trac Duy Tran

Overall quality of the class: 4.86

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interesting subject matter and engaging lectures that elucidate the material. Some students felt that there wasn't enough time to successfully complete the exam. Suggestions for improvement included providing timely feedback on assignments, posting homework answers online and increasing the amount of time for exams and projects. Prospective students should expect an intellectually stimulating course that requires a solid background in digital signal processing and linear algebra.

EN.520.651.01
Random Signal Analysis
Archana Venkataraman

Overall quality of the class: 4.22

Summary:

The best aspects of this course included the professor's helpfulness and flexibility, interesting and useful content, and well-structured approach to the material. Some students felt that the homework workload was unreasonably heavy. Suggestions for improvement include allowing homework assignments to account for a greater percentage of the final grade, reducing the amount of homework, and providing TAs with answers to the recitations. Prospective students should expect an intellectually demanding, assignment-heavy course that requires a significant time commitment. A background in probability and statistics is recommended.

EN.520.654.01
Control Systems Design
Pablo Iglesias

Overall quality of the class: 4.75

This course had 5 or fewer comments.

EN.520.657.01
Product Design Lab
Israel Gannot

Overall quality of the class: 3.50

This course had 5 or fewer comments.

EN.520.662.01
Leading Innovation Design Team
Israel Gannot

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the professor's encouragement, interesting projects and hands-on learning. Some students felt that working in large teams could be challenging. Suggestions for improvement included adding more technical training to the course. Prospective students should understand that this is a two-semester, project-based course that requires working in groups.

EN.520.691.01
CAD Design of Digital VLSI Systems I (Grad)
Ralph Etienne Cummings

Overall quality of the class: 4.40

This course had 5 or fewer comments.

EN.520.701.01
Current Topics in Language and Speech Processing
Jan Trmal

Overall quality of the class: 4.73

This course had 5 or fewer comments.

EN.520.735.01
Sensory Information Processing
Andreas Andreou

Overall quality of the class: 3.43

This course had 5 or fewer comments.

EN.520.773.01-04
Advanced Topics in Microsystem Fabrication
Andreas Andreou

Overall quality of the class: 4.63

This class had 5 or fewer comments.

EN.520.788.01
Biomedical Photonics II

Xingde Li

Overall quality of the class: 5.00

This course had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
ENGINEERING MANAGEMENT

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

EN.662.611.01
Strategies: Accounting & Finance
Annette Leps

Overall quality of the class: 4.38

The best aspects of this course included the professor's knowledge, interesting and relevant material, and insightful feedback on exams. Some students felt that the lectures were too fast-paced at times. Suggestions for improvement included adding more classes and posting lecture notes online. Prospective students should expect an intellectually challenging, homework-intensive course that requires effective time management skills.

EN.662.620.01-03
Professional Presentations
Julie Reiser

Overall quality of the class: 4.85

The best aspects of this course included the professor's constructive criticism, weekly presentations, and fun environment. Students were pleased with their marked improvement in public speaking skills by semester's end. Some students mentioned the workload could be heavy at times. Suggestions for improvement included assigning selected readings instead of entire books, adding a few corporate-type presentations and incorporating more one-to-one sessions. Prospective students should expect a challenging course that will improve their public speaking skills. No previous knowledge is required.

EN.662.692.01
Strategies for Innovation & Growth
Pamela Sheff

Overall quality of the class: 3.89

The best aspects of this course included expert guest speakers, hands-on projects with real-world applications, and engaging discussions. Negative feedback included the lack of clear instructions for assignments, which created a sense of disorganization at times. Suggestions for improvement included holding a memo-writing workshop, adding more case studies and lectures on strategies, and providing clearer guidance on all assignments. Prospective students should expect to work on challenging team-based projects to succeed in this course.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
ENGLISH DEPARTMENT

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

AS.060.100.01
Introduction to Expository Writing
Patricia Kain

Overall quality of the class: 4.90

Summary:
The best aspects of the class included the small class size, slow pace, class discussions, and constructive comments and one on one conferences with the professor. Although students found Professor Kain's essay conferences useful, comments tended to center on the first half of essays, leaving some students less certain of how to end their writing. Students also noted the sharp increase in quiz difficulty midway through the semester. Suggestions for improvement include more conferences focused on ending essays. Prospective students who wish to improve their writing are strongly to enroll and should remember to not fall behind in homework or review notes.

AS.060.100.02
Introduction to Expository Writing
William Evans

Overall quality of the class: 4.70

Summary:
The best aspects of the class included the multiple conferences and tutorials, fair grading, and Professor Evans' thorough, constructive feedback. Some students felt the class would occasionally move slowly, and that the standard for each essay is too narrow. Suggested improvements include adding more tutorials and conferences, more peer review, and a greater emphasis on how students can edit their own work. Prospective students do not need a background in writing but should have an interest in learning the basics of essay writing and should be prepared for at least one writing assignment per week.

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

Overall quality of the class: 4.60

Summary:
The best aspects of the class included the in-depth discussions on essay structure the wide variety of resources Dr. Brodsky provides for students, including peer editing, one on one conferences, and group workshops. Some students found it difficult to incorporate all of the suggested edits, and the pace of the class was often too fast for students to have all of their questions covered. Suggestions for improvement include more one on one feedback, more workshops, and more in-class writing exercises. Prospective students interested in improving their writing will find the class valuable. Students are encouraged to make use of office hours and conferences, and are warned to stay on top of readings to avoid falling behind.

AS.060.100.05-06
Introduction to Expository Writing
Marie O'Conner

Overall quality of the class: 4.06

Summary:
The best aspects of this class included the peer workshops, class discussions, conferences and Professor O'Conner's interesting choice of readings, discussion topics, and essay topics, all of which made students more engaged and confident in their academic writing skills. Students noticed that the class could move slowly, especially while discussing readings, and that class discussions could occasionally go off topic. Suggestions for improvement include a wider variety of reading materials and essay topics, more class discussions and activities, and a clearer grading system. Prospective students do not require prior essay writing knowledge, and those looking to improve their writing will find the course valuable. They should be prepared to complete all readings and participate in class discussions to gain the most out the class.

AS.060.107.01
Introduction to Literary Study
Mark Thompson

Overall quality of the class: 4.46

Summary:
The best aspects of the class included the diverse selection of readings, the small class that helped facilitate discussions of topics, and the engaging, humorous, and intellectually challenging lectures which instill a foundational knowledge of how to analyze literature. Some students noted that the small class size and animated discussions, lectures could become slightly disorganized. Student's also felt the expectations for exams was unclear and that they were not properly taught what to search for in their reading. Suggestions for improvement included changing exams to include more short answer

questions, making the syllabus and grading criteria more coherent, and giving more prompt, thorough feedback on assignments. Prospective students should have an interest in learning the foundations of many different literary forms and should be prepared to read roughly one book a week.

AS.060.107.02
Introduction to Literary Study
Jeanne-Marie Jackson

Overall quality of the class: 4.69

Summary:
The best aspects of the class included the eclectic, fascinating readings, valuable workshops and peer editing, and the enthusiasm and passion with which Professor Jackson approached the material. While students found the lectures interesting, some seemed less relevant to the course work than others. Students were also confused over the grading system, as well as the changing due dates for papers and assignments. Suggestions for improvement included stricter adherence to the syllabus schedule, more group assignments to draw out discussions, and more time spent on close-reading and developing a thesis. No prior knowledge of literary study is necessary, however prospective students should be prepared to read several forms of literature, as well as develop and write two literary essays. English students with prior literary knowledge may find the course less valuable than others.

AS.060.113.01
Expository Writing
Genco Guralp

Overall quality of the class: 4.42

Summary:
The best aspect of the class is the way it functions as an introduction to not only argumentative writing but academic and the philosophy of science as well. Students also appreciated Professor Guralp's feedback and enthusiasm for teaching. Some students found the grading system ambiguous, and the focus on one topic throughout three papers rather than three separate topics made some of the later lectures repetitive and less engaging. Suggestions for improvement include essay critiquing as a class, more writing workshops, and more diverse sources for the papers. Prospective students should be familiar with essay writing and possess solid grammatical and structural skills. They should also be interested not only in improving their writing but also in the philosophy of science and scientific explanation.

AS.060.113.03-04
Expository Writing
Robert Webber

Overall quality of the class: 4.26

Summary:

The best aspects of the class were the highly engaging lectures and class discussions, the fascinating topics chosen, and the frequent check-ins and conferences with the professor. Many students noticed the class was at times disorganized, and that grading, assignments, and readings veered significantly from the syllabus schedule. Students also felt grading criteria was unclear and frequently changing, making it difficult to adjust their own work. Suggestions for improvement include prompter grading, greater clarity and feedback on early writing assignments, and more one on one conferences. Prospective students should have some prior knowledge of essay writing and be prepared to write three essays as well as weekly writing assignments. Students are encouraged to check the topic of the course before enrolling, as this will dictate the topics of their essays throughout.

AS.060.113.05
Expository Writing
James Flower

Overall quality of the class: 4.60

Summary:
The best aspects of the class included the topics of the readings and discussions and the professor's encouraging, insightful, and knowledgeable feedback on student work, which many said improved their ability to write argumentative essays immensely. Students were at times overwhelmed by the workload, especially when longer essays fell near the same dates as shorter assignments and readings. Some students also had difficulty with the first essay, as there was no set example for essay structure and formatting. Suggestions for improvement include more clarity on the expectations of each essay, clearer instructions on how to write specific sections of an essay, and more peer editing. Prospective students should have a basic understanding of academic writing and an interest in both argumentative writing and discourse on eastern and western medicine. Students are highly encouraged to take advantage of the writing conferences offered by the professor.

AS.060.113.06
Expository Writing
Sung Mey Lee

Overall quality of the class: 4.13

Summary:
The best aspects of the class included the emphasis place on improving students writing, the readings studied over the semester, and the professor's ability to communicate and give constructive feedback on students' work. Students found the grading system unclear and noticed a lack of discussion in class. Suggestions for improvement included finding ways to encourage more in-class discussion, clarifying how work will be graded early in the semester, and devoting more time to how to formulate an argument and develop a focus paragraph. Prospective students should be prepared to work on weekly writing assignments and readings. Students with little prior essay writing experience will find the course more challenging but ultimately rewarding.

AS.060.113.07

Expository Writing
George Oppel

Overall quality of the class: 4.40

Summary:
The best aspects of the class included the professor's engaging teaching style, the challenging but compelling readings, and the exposure to new styles of essay writing, which many students wrote prepared them for future writing assignments at Hopkins. Essay criteria was not always clear, and some students felt lost while writing final drafts even after conferences and group discussion. Suggestions for improvement include introducing more workshops and peer-editing, allowing post-essay conferences, and having non-essay writing assignments factor into grading. A strong background in writing is not necessary, however prospective students should be prepared to relearn how they approach essays. They should also be prepared for the professor's high standards for their essays and are encouraged to start essays and readings early.

AS.060.113.10
Expository Writing
Joseph Giardini

Overall quality of the class: 3.18

Summary:
The best aspects of the class included the interesting readings and topics, the opportunity to peer-edit, and the variety of options for essay topics. Classes often went into unrelated tangents, which students agreed made class discussion confusing and dull. Many students also wrote that the extremely slow grading process left them unsure of where they stand in their course grade and writing ability. Suggestions for improvement include faster grading, more engaging discussion of material, and a greater emphasis on how to develop a first draft. Prospective students who wish to improve their writing will find the class valuable, and do not need to possess prior knowledge in writing to succeed.

AS.060.113
Expository Writing
Evan Loker

Overall quality of the class: 4.07

Summary:
The best aspects of the class included the engaging subject matter, the open-ended topics for essays, and the way assignments are broken down throughout the semester. Instructions and comments on assignments were sometimes unclear, particularly for the first two essays. Some students noted that class time was not always used effectively and that class discussions were unengaging. Suggestions for improvement include more workshops and peer review and finding ways to make class time more engaging. Prospective students who wish to improve their college writing will find the class very useful and can expect a lighter reading load than other Expository Writing classes. Students with little prior writing experience may find the course more challenging, especially in the first few weeks.

AS.060.113.13
Expository Writing
Alexander Lewis

Overall quality of the class: 3.98

Summary:
The best aspects of the class included the readings and movies used as source materials, the group activities and discussions, and the professor's conferences and essay notes. Some classes were less productive than others, and many students wished there was more feedback from both the professor and their peers. Suggestions for improvement include more conferencing, more frequent feedback, and more group discussion of sources. Prospective students looking to improve their college essay writing will find the class valuable. A background in writing is not necessary, although students with little to no prior experience researching and writing essays will find the course challenging.

AS.060.113.14
Expository Writing
Noelle Dubay

Overall quality of the class: 4.85

Summary:
The best aspects of the class included the engaging class discussions, the enthusiasm of the professor during class, and the frequency and quality of feedback on students work. Grading criteria and attendance policies were not always clear, and some students wrote that due dates were sometimes too close together and overwhelming, especially for drafting body paragraphs. Suggestions for improvement include more even distribution of essay component due dates, more in class discussions centered around sources, and more instruction on writing conclusions. Prospective students should be prepared to have their writing and reading skills challenged. No background in writing is necessary for the course, and students can expect to see the quality of their college essay writing improve immensely.

AS.060.113.15
Expository Writing
John Sampson

Overall quality of the class: 4.43

Summary:
The best aspects of the class included the interesting films discussed, the open-ended essay topics, and the professor's care and detail in conferences, class discussions, and comments. Because the course is so open-ended, class expectations are not always clear. Some students found that discussions could go off topic and were not always helpful in completing their essays. Suggestions for improvement included more guidance in choosing essay topics, more frequent conferences, and changing the structure of group work to be more productive. Prospective students can expect an excellent first exposure to

college essay writing and lighter reading than other Expository Writing classes. Students should be prepared for intensive weekly writing assignments and should be prepared to participate in frequent class discussions.

AS.060.113.16; .22
Expository Writing
Amanda Zecca

Overall quality of the class: 4.25

Summary:
The best aspects of the class included the frequent, detailed feedback, one on one conferences, enthusiasm of the professor, and gradual progression of assignments. Discussions were sometimes surface level and less engaging than they could be, and some students found that workshops unfairly benefited students who were having their work critiqued. Students also found grading to be slow, a concern compounded by the fact that there are only three graded assignments in the class. Suggestions for improvement include more opportunities to peer review and conferencing, clearer expectations for essay topics, and better spacing of readings throughout the semester. Prospective students looking to improve their writing and cultural analysis skills will find the class valuable and should be prepared for writing assignments do every class. Students with little prior writing experience may find the course more challenging.

AS.060.113.17
Expository Writing
Christopher Westcott

Overall quality of the class: 4.17

Summary:
The best aspects of the class included the professor's passion for teaching both the discussed topic and the craft of essay writing, the frequent discussions and conferences, and the interesting topics. Many students commented that the professor had a bias in his teaching of the topic, making it difficult to write an essay with an opposing point of view. Some students also found that the essay topics did not directly relate to the topics discussed in class. Suggestions for improvement include more readings with varying points of view, more time for drafting essays, and more small-group work. Prospective students with an interest in climate change and improving their writing will find the class valuable. No background in the topic or writing is required, but students should be prepared for high standards and sometimes harsh critiques of their writing.

AS.060.113.18
Expository Writing
Donald Berger

Overall quality of the class: 4.75

Summary:
The best aspects of the class included the dedication of the professor and the consistent, focused feedback in the form of peer reviews, workshops, one on one conferences, and written comments. Students were unclear on the criteria for papers and found the small number of graded assignments stressful. Some students commented that the workload varies considerably from class to class, making it harder to organize their work. Suggestions for improvement include a more even distribution of assigned writing, a more gradual build up to longer essays, and less printed material to keep track of. Prospective students should expect weekly writing assignments and should be prepared to have their writing and researching skills challenged. Students who wish to improve their skills as a writer, reader, and editor will find the course extremely valuable.

AS.060.113.19-20
Expository Writing
Aliza Watters

Overall quality of the class: 4.61

Summary:
The best aspects of the class included the interesting open discussions, constructive feedback, and knowledgeable, engaging professor. Many students agreed that the course noticeably improved their writing. Some students found the grading system unclear and harsh. Students also noted that group conferences and discussions were not as productive as they could have been. Suggestions for improvement include allotting more time to in-class work on essays, earlier feedback on assignments, and more evenly paced deadlines. Prospective students do not require a background in the topic, and those looking to improve their writing will find the class very valuable. They should be aware that the writing assignments can be challenging, especially for those unaccustomed to college level writing, and should take every opportunity for feedback and conferencing that they can.

AS.060.113.23
Expository Writing
Casey McNeill

Overall quality of the class: 4.43

Summary:
The best aspects of the class included the interesting articles, fascinating topics, engaging professor, and one on one conferences. Many students noticed a lack of participation in class discussions and repetitive class activities. Students particularly mentioned grammatical lessons were surface level and unengaging. Suggestions for improvement include more variety in class activities and clearer objectives for each assigned essay. Prospective students can expect to see their writing improve but should be prepared for increasingly challenging readings and writing assignments. Prior knowledge of writing and international politics is recommended but not required to succeed in the course.

AS.060.124.01
Politics, History, and Autobiography

Lawrence Jackson

Overall quality of the class: 4.50

This class had 5 or fewer comments.

AS.060.141.01
Nineteenth Century Narrative and Early Film
Andrew Miller

Overall quality of the class: 4.56

Summary:
The best aspects of the class included the in-depth lessons on the history of film, the meaningful class discussions, and the quality of the professor, who students describe as informative and captivating. Some students felt that there was no clear arc for the course and that the grading scale for essays was unfairly harsh. Others had issues with the structure of classroom discussions, which allowed more vocal students to dominate the conversation. Suggestions for improvement include providing a clearer explanation and model of what the professor looks for in an essay and streamlining the reading list, as some books required only 10-20 pages of reading. Prospective students should have an interest in film history and analysis. Prior experience writing college level essays is recommended but not required, and students looking to improve their writing will find the class valuable.

AS.060.146.01
Detective Fiction
Jesse Rosenthal

Overall quality of the class: 3.82

Summary:
The best aspects of the class included the professor's enthusiasm for the subject, clear progression throughout the course, and interesting readings and films. There was a noticeable lack of participation that made group discussions feel more like lectures. Several students also wrote that the professor was consistently late to class and unavailable over email, which made asking for clarification on grades, concepts, and essay feedback difficult. Suggestions for improvement include more variety in class structure and activities to encourage class discussion as well as giving assignment rubrics earlier. Prospective students should be prepared to allocate time to read roughly 10 books throughout the semester and be prepared to write 3 essays. The class serves as a valuable introduction to both detective fiction and college level essay writing.

AS.060.205.01-03
Feminist Fiction: Violence, Sex, and Gender
Mary Favret

Overall quality of the class: 4.59

Summary:
The best aspects of the class included the insightful and engaging professor, thought provoking readings, and interesting class discussions. Many students were disappointed in the group participations and discussions, writing that groups were too large and that there was a lack of participation from many students. Some students also wished the online presentations had been more informative. Suggestions for improvement include fewer readings with more in-depth discussions, more focused and engaging sections, broadening topics to include intersections of LGBTQ identity and ableism, and altering or removing group presentations. Prospective students will find a valuable introduction to feminist literature but should be prepared to read and discuss subject matter that is often difficult and potentially triggering. They should also be prepared for a consistently heavy reading load and are encouraged to actively participate in class discussions.

AS.060.208.01-03
British Literature I
Christopher Cannon

Overall quality of the class: 4.32

This class had 5 or fewer comments.

AS.060.223.0102
African American Literature from 1900 to Present
Lawrence Jackson

Overall quality of the class: 4.25

Summary:
The best aspects of the class included the scope of the material covered, the engaging discussion sections, and the knowledge and passion of the professor and TA. Because of the breadth of material covered, there was often not enough time to discuss any one reading as much as students would have liked. Students also found the amount of detail and historical anecdotes in the lectures to be overwhelming and difficult to follow. Suggestions for improvement included longer discussion sections, more interaction during lectures, and streamlining the reading selections. Prospective students will find the class to be a valuable introduction to African American literature and history. They should be prepared to allot time for intensive weekly readings and should have a basic understanding of essay writing.

AS.060.307.01
Training\Writing\Consulting
Amy Sheeran

Overall quality of the class: 5.00

Summary:

The best aspects of the class included the small discussion setting, Professor Sheeran's ability to train students in tutoring, and the clear structure of the class. Students were unanimous in stating they felt confident to tutor at the Writing Center as a result. Some students had trouble fitting the class into their schedule, as there was no set time for the class to meet. Suggestions for improvement include more opportunities to practice going over different kinds of content, more information on additional resources to give to students, and inviting an experience tutor to the class. Prospective students interested in working at the writing center will find the course extremely valuable and are encouraged to consistently practice and participate in all class discussions.

AS.060.341.01
Milton
Sharon Achinstein

Overall quality of the class: 4.55

Summary:
The best aspects of the class included the professor's passion for the subject and engaging lectures, the helpful feedback on assignments, and the small class size matching the seminar environment. The breadth and difficulty of the topics lead to some readings not receiving the attention students felt the deserved. Some students had trouble meeting for two hours once a week, suggesting it was ill-fit for a discussion-based class. Suggestions for improvement include changing to a twice a week class schedule, more interaction with students, and clearer expectations on papers. Prospective students interested in studying Milton will find class a valuable, in-depth introduction to his work. Students should have prior experience in at least one English literature course. Prior knowledge of British literature and poetry is not required but highly recommended.

AS.060.363.01
Henry James
Douglas Mao

Overall quality of the class: 4.77

Summary of the class:
The best aspects of the course included the in-depth introduction to Henry James' work, the knowledge and effectiveness of Professor Mao as a teacher, and the small class size that facilitated interesting discussion. The readings were occasionally overwhelming for students, and the feedback the professor provides, while valuable, was slower than expected. Suggestions for improvement include moving the class to a room more conducive to small discussion-based classes and allotting more time for James' longer works. Prospective students interested in Henry James and pre-modernist literature will find the class an engaging, in-depth overview. Students should be familiar with analyzing and writing about literature and should be prepared for consistently heavy workloads, active participation in class, and in-depth sentence analysis.

AS.060.380.01
Romantic Poetry: Imagining the People

Mary Favret

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.060.383.01
Contemporary Russian Novel in English
Jeanne-Marie Jackson

Overall quality of the class: 5.00

Summary:
The best aspects of the class included the interesting, often unfamiliar readings and the direction of the professor, who students unanimously wrote was not only knowledgeable and passionate about the subject but skilled at facilitating engaging, in-depth classroom discussions. Some students found that essays were assigned too late in the semester, making the workload difficult to schedule around and leaving students with less time to process the feedback they received on their work. Suggestions for improvement include allotting time to put each reading into a historical or cultural context and including more close readings of texts, and spreading out essays more evenly. Prospective students should be prepared for a relatively heavy workload, as readings are often dense and difficult to parse through. Prior knowledge of Russian history is useful but not required for the course, however a solid understanding of literary analysis is recommended to succeed.

AS.060.387.01
Black Empire
Nadia Nurhussein

Overall quality of the class: 4.58

Summary:
The best aspects of the class included the broad scope of the readings and the open, thought-provoking discussions led by Professor Nurhussein. There were problems with the pacing of the course, with much of the workload being concentrated in the final few weeks of the semester. This was compounded by the confusing nature of the final paper and additional writing assignments that some students wrote failed to help them prepare for the essay. Suggestions for improvement include restructuring the final assignment and cutting some of the readings to allot more time for in-depth discussion. Prospective students should have an interest in black history and cultural identity and should be prepared to read 50-70 pages between classes in additional to supplemental readings. Students should have prior experience in literature or cultural analysis and should be prepared to participate in classroom discussions.

AS.060.390.01
Literature and Visual Modernity
Andrew Miller

Overall quality of the class: 3.57

This class had 5 or fewer comments.

AS.060.392.01
Reading Ayn Rand
Jesse Rosenthal

Overall quality of the class: 4.50

Summary:
The best aspects of the class included the small class size, the surprising ways the professor approaches the subject matter, and the thought-provoking discussions. The structure of the class made some discussions repetitive and unengaging to students, and some found that Professor Rosenthal had a tendency to dominate discussion time. The assignment of writing weekly theses was also poorly executed, as the quality of the theses was rarely discussed in class. Suggestions for improvement included allowing more diverse discussions of works, restructuring weekly theses, and more organized lectures. Prospective students with an interest in Rand's work and those looking to improve how they interpret and write about literature will find the course valuable. Students do not require prior familiarity with Rand's work but should be prepared to allot time for intensive weekly readings and three essays over the course of the semester.

AS.060.393.01
Geoffrey Chaucer: Ribaldry, Romance and Radical Religion
Christopher Cannon

Overall quality of the class: 4.86

Summary:
The best aspects of the class included the knowledge and enthusiasm of Professor Cannon, the open atmosphere of the classroom, and the insightful professor-led discussions. The reading load is somewhat unbalanced throughout the semester, with students required to at one point read over 300 pages of Middle English. Suggestions for improvement included a reorganizing of the reading list and a more thorough introduction to Middle English. Prospective students with an interest in Chaucer and Middle English literature are encouraged to enroll and should stay on top of the at times dense reading. Prior experience reading Middle English is recommended but not required.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
ENTREPRENEURSHIP & MANAGEMENT

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

EN.660.100.02
Hopkins Leadership Challenge Seminar
Caroline Ouwerkerk

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.660.104.01
Exploring Leadership: For Hopkins Students Who Want to Make a Difference
Travis Olson

Overall quality of the class: 4.38

This class had 5 or fewer comments.

EN.660.105.01-09
Introduction to Business
Lawrence Aronhime

Overall quality of the class: 4.06

Summary:
The best aspects of this course included the interesting subject matter that students found extremely applicable and the engaging lectures that provided a breadth of information from business history to current theory. Some students felt that there were too many assignments that didn't seem critical to understanding the material. A few students also felt that the exam questions were random and overly specific at times. Suggestions for improvement included lessening the workload and reworking the

exams as to not contain what students felt was obscure knowledge. Prospective students interested in business will receive a valuable introduction and should be prepared for a heavy workload and considerable time investment.

EN.660.200.01
Principles of Finance
Xian Sun

Overall quality of the class: 3.23

Summary:
The best aspects of this course included the helpful lecture slides and useful material which provided a good introduction to the practical application of finance basics. Some students felt that the class sessions and the homework assignments were too long, and that the homework assignments sometimes covered material not taught in class. Suggestions for improvement included spending less time reviewing similar material and incorporating more real-world issues in the lectures. Prospective students are advised that a background in accounting is useful but not required and that the course can be very challenging at times.

EN.660.203.01; .03
Financial Accounting
Lawrence Aronhime

Overall quality of the class: 4.34

Summary:
The best aspects of this course included the small size which fostered interaction with the professor, focus on case studies and real-life accounting situations, and knowledgeable professor with a wealth of experience in the field. Some students felt that too much of the teaching took place outside the classroom and that the textbook and case studies were very expensive. Suggestions for improvement included providing practice exams and sample problems and restructuring the homework schedule. Prospective students are highly recommended this course as the instructor is excellent at conveying the material and provides ample resources to help them succeed.

EN.660.203.02
Financial Accounting
Annette Leps

Overall quality of the class: 4.25

Summary:
The best aspects of this course included the effective and well-organized lectures, enthusiastic professor, manageable workload, and the applicability of the subject matter. Some students felt that the data-driven material was dry at times and that the handwriting on the chalkboard was at times hard to read. Suggestions for improvement included creating more opportunities for grades so that less weight

is placed on the exams and making the class sessions more interactive. Students also suggested relating the material more to the real-world through more frequent personal examples from the instructor's experience or by showing applications of the content in general. Prospective students are advised that the course is an excellent way to get a background in accounting and are highly encouraged to complete the beneficial optional work.

EN.660.203.04
Financial Accounting
Sean Furlong

Overall quality of the class: 4.65

Summary:
The best aspects of this course included the engaging lectures, straightforward exams, and knowledgeable instructor who delivered the material in an enjoyable way. Some students felt that the weekly quizzes began to feel tedious and that the material itself was at times very dry. Suggestions for improvement included allowing students to use cheat sheets on the final exam or to hold a review session. Prospective students will find that no background is necessary to be successful in this course but are advised that class attendance is essential.

EN.660.250.01; .03
Principles of Marketing
Leslie Kendrick

Overall quality of the class: 4.19

Summary:
The best aspects of this course included the use of supplementary teaching methods such as videos and activities to create an interactive learning environment, and the engaging instructor who provided an excellent overview of the basics of marketing. Some students felt that there were too many quizzes and that the exams were too reliant on rote memorization. A few students also felt that some of the case studies were outdated. Suggestions for improvement included utilizing more modern case studies that better reflect the current state of marketing and reducing the number of quizzes. Prospective students are advised to keep on top of their readings as they will be quizzed on the material every class session and should be prepared to start the final project early as it can be quite time-consuming.

EN.660.250.02
Principles of Marketing
Mary Furst

Overall quality of the class: 4.44

Summary:
The best aspects of this course included a helpful and engaging instructor, lectures that connected the course material with real-world examples, and useful class discussion. Some students felt that the

quizzes were too frequent and that they covered so much material. A few students also felt that the grading system was made overly difficult by the quizzes weighing too heavily upon their final grade and the lack of a grading curve. Suggestions for improvement included reducing the number of quizzes or balancing their difficulty. Prospective students can expect a comprehensive overview of marketing and are advised to complete assigned readings before lectures.

EN.660.250.04-05
Principles of Marketing
Dennis Sullivan

Overall quality of the class: 4.14

This class had 5 or fewer comments.

EN.660.250.06-07
Principles of Marketing
Susan Conley

Overall quality of the class: 4.33

Summary:
The best aspect of this course was the instructor who delivered the course material in an engaging way and provided current and applicable examples of the concepts being taught. Some students felt that quizzes were too frequent and that the questions on them were at times ambiguous. Suggestions for improvement included giving students more feedback on the quizzes and providing more case studies. Prospective students are advised that attendance is important as there are frequent quizzes, and that the course provides a great introduction to marketing.

EN.660.270.01
Clark Scholar Engineering Design I
Soraya Bailey, Elizabeth Logsdon

Overall quality of the class: 3.89

Summary:
The best aspects of this course included the interesting subject matter that students found to applicable to the real world, and the field trips which allowed students the opportunity to present to large companies. Some students felt that expectations for their assignments and the grading rubric was unclear, and that the meeting dates were confusing. Suggestions for improvement included having a more consistent meeting schedule and giving clearer instructions on assignments. Prospective students will have the opportunity to take part in intellectually challenging projects and are recommended the course if they are interested in entrepreneurship and design thinking.

EN.660.308.01

Business Law I
David Fisher

Overall quality of the class: 4.38

This class had 5 or fewer comments.

EN.660.308.02
Business Law I
William Rakes

Overall quality of the class: 4.54

Summary:
The best aspects of this course included the informative lectures that engaged students by drawing from the instructor's personal legal experience and the capable, knowledgeable professor. Some students felt that there wasn't enough feedback on their assignments, and that the lectures could seem long due to a lack of interactivity. Suggestions for improvement included giving more specific and concise feedback on exams and providing more guidance on what needs to be studied. Prospective students will find the course useful if they have a general interest in entrepreneurship or law.

EN.660.308.03
Business Law I
Christopher Jeffers

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.660.310.01
Case Studies in Business Ethics
Douglas Sandhaus

Overall quality of the class: 4.72

Summary:
The best aspects of this course included an engaging professor who fostered open and respectful discussion, interesting subject matter, and the opportunity to examine case studies that reflect real-world issues. Some students felt that the grading was arbitrary and inconsistent and that feedback on assignments was not returned in a timely manner. Suggestions for improvement included communicating clearer guidelines, providing timelier feedback, and creating a more consistent grading rubric. Prospective students should be prepared to think critically and to participate in class discussions.

EN.660.311.01

Law and the Internet

Overall quality of the class: 4.64

This class had 5 or fewer comments.

EN.660.329.01
Social Entrepreneurship Theory and Practice. Community Based Learning
William Smedick

Overall quality of the class: 4.48

Summary:
The best aspects of this course included the frequent guest speakers who provided insight into how social entrepreneurship functions in Baltimore, and its hands-on learning style that enabled students to create their own social enterprise. Some students felt that the course was not very well structured when it came to assignment due dates and the course syllabus. A few students also felt that there was a lack of discussion with the guest lecturers about how best to approach social issues in communities in which many of them are outsiders. Suggestions for improvement included providing more direction on the final project, creating a more structured syllabus that was adhered to, and having more guest speakers who are not connected to Hopkins. Prospective students should be advised that class and group participation are a large portion of the class.

EN.660.331.01
Leading Teams
William Smedick

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the group-based learning style that allowed students to build camaraderie with their peers, engaging class discussions, and the introspective nature of the lessons. Some students felt that the workload was at times overwhelming, there was little direction on their assignments, and that the course itself seemed a bit disorganized. Suggestions for improvement included distributing the writing assignments more evenly throughout the semester and providing clearer expectations for their assignments. Prospective students should expect to learn valuable life skills and the opportunity to meet new people in this workload-intensive course.

EN.660.332.01
Leadership Theory
William Smedick

Overall quality of the class: 4.48

Summary:

The best aspects of this course included the engaging instructor whose personal experiences helped communicate the concepts being taught and the subject matter that was applicable to student's future careers. Some students felt that the grades on their assignments were arbitrary and that there was not enough feedback given on them. A few students also felt that the syllabus was unclear regarding due dates. Suggestions for improvement included providing clearer feedback, grades, and expectations on assignments. Prospective students should expect a practical and challenging course and will find the material to be relevant regardless of their future professions.

EN.660.332.02
Leadership Theory
Mary Clare Coghlan

Overall quality of the class: 4.86

Summary:
The best aspects of this course included thought-provoking class discussions, the applicability of the ideas to students' lives outside the classroom, and the opportunity to exercise their public speaking skills. Some students felt that the textbook was dry and that there were too many writing assignments. Suggestions for improvement included better balancing the time spent discussing as a group and as a class and providing more feedback on assignments. Prospective students should expect a challenging and rewarding course that will benefit their leadership capabilities. Active participation is required.

EN.660.335.01
Negotiation and Conflict Resolution
Eric Rice

Overall quality of the class: 4.42

Summary:
The best aspects of this course included the useful negotiation skills learned through hands-on activities with their peers, and the passionate instructor whose insightful personal anecdotes helped student's understanding of the material. Some students felt that the homework was repetitive at times, and that there was little feedback provided on returned assignments. A few students also felt that the course was disorganized and that the grading rubric unclear. Suggestions for improvement included providing more feedback, varying the homework assignments, and using Blackboard to post student grades. Prospective students are advised that the course does require more writing than might be expected, and that no background in the subject matter is required.

EN.660.340.01
Principles of Management
Joshua Reiter

Overall quality of the class: 4.58

Summary:

The best aspects of this course included interactive elements such as a hands-on simulation session and group presentations, engaging guest lecturers, and an instructor who was open to student feedback. Some students felt that there was too much writing for a course that wasn't considered writing-intensive and that the directions on the writing assignments were vague. Suggestions for improvement included creating a clearer grading rubric and providing clearer instructions on writing assignments. Prospective students are advised that they should expect frequent writing assignments even though the course isn't considered writing-intensive. Reviewing the material from Intro to Business will prove beneficial.

EN.660.343.01
Operations Management
Bonnie Robeson

Overall quality of the class: 3.88

This class had 5 or fewer comments.

EN.660.355.01
Sports Marketing
Leslie Kendrick

Overall quality of the class: 4.25

Summary:
The best aspects of this course included the guest speakers who contributed invaluable real-world industry experience, and the interesting and unique subject matter. Some students felt that quizzes were given too frequently, the case studies textbook was outdated, and that the assigned readings were sometimes overwhelming. Suggestions for improvement included updating the reading material or reducing the course's reliance on a textbook, and providing more guidance on the final project. Overall, prospective students will find this course to be an informative overview of marketing in the sports and entertainment sector. Be advised to keep up with the readings as the quizzes are a large part of the final grade.

EN.660.358.01
International Marketing
Mary Furst

Overall quality of the class: 4.87

This class had 5 or fewer comments.

EN.660.361.01; .04
Engineering Business and Management
Michael Agronin

Overall quality of the class: 4.18

Summary:
The best aspects of this course included its discussion-based format and the opportunity to learn valuable skills that will be useful in future workplaces. Students also appreciated the real-life engineering scenarios offered by an instructor with industry experience. Some students felt that the three-hour lectures were overlong and suffered from too many tangents at times. Suggestions for improvement included inviting more guest speakers and providing more direction on their individual presentations. This course is highly recommended especially for senior engineering students. It is expected that students will contribute to class discussions.

EN.660.361.02-03
Engineering Business and Management
Illysa Izenberg

Overall quality of the class: 4.81

Summary:
The best aspects of this course included the engaging and interactive discussion-based class sessions, practical lessons on communicating effectively and working as a team, and excellent guest speakers. Some students felt that class resources were disorganized, making it hard to keep due dates straight for smaller assignments. Suggestions for improvement included creating a central hub for all assignments, instructions, lectures, and other materials. Students also suggested adding another simulation activity. Prospective students are advised that they should come to class ready to discuss assignments as class participation is a large part of their final grade.

EN.660.363.01
Leadership & Management in Materials Science and Engineering
Illysa Izenberg

Overall quality of the class: 2.55

Summary:
The best aspects of this course included interesting guest lecturers, the instructor's willingness to hear feedback from students on how best to improve the course, and the subject matter that represented a break from the usual curriculum. Some students felt that the course lacked structure and didn't present much useful information. The grading was perceived as overly subjective and that readings didn't always seem relevant to classroom discussions. Suggestions for improvement included refocusing the course on relevant concepts and technical skills beneficial to future careers in materials engineering. Students also suggested creating a standardized grading rubric and lessening the focus on class participation in the current rubric. Prospective students are advised that class performance is highly dependent on group work so choosing the right partners is paramount.

EN.660.404.01

Business Law II
David Fisher

Overall quality of the class: 4.38

Summary:
The best aspects of this course included the energetic instructor who incorporated real-world examples and the interesting and useful topics covered. Some students felt that the class sessions were too long. Suggestions for improvement included adding a few more assignments to offset the weight of the exams and splitting class time across two sessions. This course is highly recommended for all students interested in business and prospective students are advised to avoid falling behind in lectures and readings.

EN.660.410.01
Computer Science Innovation and Entrepreneurship
Lawrence Aronhime

Overall quality of the class: 4.94

Summary:
The best aspects of this course included subject matter that focused on critical thinking and the application of business solutions in the tech field, interesting class discussions, and the guest speakers who represented a variety of industries. Some students felt that the grading was arbitrary and overly harsh at times. Suggestions for improvement included providing more guidance and feedback on the assignments. Prospective students are advised that this is a two-semester course and that it is recommended for all computer science students.

EN.660.414.01
Financial Statement Analysis
Annette Leps

Overall quality of the class: 4.62

Summary:
The best aspects of this course included the final project, which provided students the opportunity to gain hands-on experience analyzing a company's annual report; the applicability of the topics covered; and an engaging instructor. Some students felt that the lectures could be dry at times and that there were too many low-impact assignments. Suggestions for improvement included slowing down and focusing more on the topics covered in the later part of the semester. Prospective students can expect an excellent overview of financial accounting that is both rigorous and rewarding.

EN.660.453.01
Social Media and Marketing
David Mahoney

Overall quality of the class: 4.35

Summary:
The best aspects of this course included an expert instructor who enthusiastically shares his knowledge, interesting class discussions, and relevant and up-to-date subject matter. A number of students found that there was too little feedback and that graded assignments were not returned in a timely manner. Some students also felt that the class sessions were too long. Suggestions for improvement included providing clearer guidelines for assignments and giving students more constructive feedback. Prospective students are advised to take careful notes during lectures in order to prepare for exams.

EN.660.453.01
Entrepreneurship
Eric Rice

Overall quality of the class: 3.60

Summary:
The best aspects of this course included the interesting and relevant subject matter, the opportunity to learn practical entrepreneurship skills through hands-on activities, and engaging guest speakers. Some students felt that, partly due to a lack of a syllabus, the course was poorly organized, leaving them unsure of due dates. A few students also felt that the guidelines for assignments and the criteria for their grades were vague. Suggestions for improvement included providing students a comprehensive syllabus and communicating detailed expectations for assignments. Prospective students should expect an intellectually challenging, writing-intensive course, and that basic marketing and financial knowledge is helpful.

EN.660.606.01
Business of Bioengineering Innovation & Design

Overall quality of the class: 4.80

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
ENVIRONMENTAL HEALTH AND ENGINEERING

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

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

EN.570.108.01
Introduction Environmental Engineering
Hedy Alavi

Overall quality of the class: 4.22

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, stimulating subject matter and manageable workload. Students also praised the helpfulness of the TAs. Some students felt that lectures were not engaging at times and that the homework assignments had unclear due dates. Suggestions for improvement included adding more visuals to lecture materials, which are currently text-heavy Word documents; posting the assignment schedule online; and highlighting the most relevant material for study purposes. Prospective students should expect a challenging, homework-dependent course that requires effective time management skills.

EN.570.205.01
Ecology
Grace Brush

Overall quality of the class: 3.70

Summary:

The best aspects of this course included the professor's knowledge, passion and approachability; the interesting subject matter; and the manageable workload. Some students felt that lectures were unengaging and hard to follow at times. Suggestions for improvement included adding a textbook, assigning more readings and homework, and changing the final paper to a group project. Prospective students will be expected to complete an in-depth research paper for the final project.

EN.570.303.01
Environmental Engineering Principles and Applications
Harish Arora

Overall quality of the class: 2.23

Summary:

The best aspects of this course included the interesting subject matter and the use of take-home tests. Negative feedback included the PowerPoint-dependent lectures, the professor's lack of office hours and his at-times indifferent demeanor. Suggestions for improvement included having the professor perform problems on the board instead of reading them from slides, adding a more interactive element to lectures, and incorporating a better textbook. Prospective students should expect a lecture-heavy course with an emphasis on self-directed learning.

EN.570.305.01
Environmental Health and Engineering Systems Design
Joseph Ellis

Overall quality of the class: 4.12

Summary:

The best aspects of this course included the professor's knowledge and responsiveness and interesting subject matter with real-world applications. Some students felt that the lectures were unengaging and difficult to follow at times. Suggestions for improvement included adding a more interactive element to lectures as well as incorporating more examples to facilitate comprehension of complex concepts. Prospective students should expect an intellectually challenging course that provides a good introduction to programming methods and optimization. To keep pace with the content, it is recommended to print out slides prior to lectures.

EN.570.334.01
Engineering Microeconomics
Paul Ferraro

Overall quality of the class: 4.55

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures and stimulating in-class experiments. Some students felt that having three exams was excessive and that exam questions were often confusing. Suggestions for improvement included reducing the number of exams and providing clearer due dates for assignments. Prospective students should expect an intellectually stimulating course that requires attending lectures to receive the full benefit of the material.

EN.570.351.01
Introduction to Fluid Mechanics
Jin Kim

Overall quality of the class: 3.48

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures, interesting material and manageable workload. Some students felt that the instructor rushed through material during class at times. Suggestions for improvement included adding more problem-solving exercises to lectures and posting lecture notes online prior to class. Prospective students should expect an intellectually challenging, homework-dependent course.

EN.570.353.01
Hydrology
Ciaran Harman

Overall quality of the class: 3.44

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interesting material, and flipped classroom format. Some students felt that the homework assignments were excessive and the video lectures often unengaging. The lack of clarity regarding what material would be covered on the exams was also mentioned. Suggestions for improvement included providing a study guide for exams, reducing homework assignments, and lecturing more during class. A better transition between the first half (which relied on video lectures) and the second half was also mentioned. Prospective students should expect an intellectually demanding course with a large workload. Some familiarity with advanced mathematics and Python is recommended.

EN.570.403.01
Ecology
Grace Brush

Overall quality of the class: 3.00

This class had 5 or fewer comments.

EN.570.406.01
Environmental History
Erica Schoenberger

Overall quality of the class: 4.67

Summary:

The best aspects of this course included the knowledgeable professor, interesting material and engaging discussions. Negative feedback included the heavy workload and overwhelming reading assignments. To improve the class, some students suggested increasing the lecture part of class and reducing the reading assignments. Prospective students should expect an intellectually challenging, reading-dependent course.

EN.570.411.01
Engineering Microbiology
Edward Bouwer

Overall quality of the class: 3.00

This class had 5 or fewer comments.

EN.570.419.01
Environmental Engineering Design I
Edward Bouwer

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the professor's knowledge, guest lectures and interesting topics. Some students felt that the course focused too much on one subject (stormwater management) and expectations for assignments were often vague. Suggestions for improvement included providing exposure to different fields. Some familiarity with hydrology is recommended, though not required.

EN.570.428.01
Problems in Applied Economics Research
Steve Hanke

Overall quality of the class: 4.72

Summary:

The best aspects of this course included the professor's knowledge of the subject matter, interesting topics, and the ability to work independently on a variety of research projects. Negative feedback included the class' unstructured format, workflow spikes and large time commitment. Suggestions for improvement included providing regular and timely feedback regarding assignments. Prospective

students should expect an intellectually challenging, research-heavy course that requires effective time management skills.

EN.570.442.01
Environmental Organic Chemistry
A. Roberts

Overall quality of the class: 3.00

This class had 5 or fewer comments.

EN.570.443.01
Aquatic and Biofluid Chemistry
Alan Stone

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.570.470.01
Applied Econ & Finance
Steve Hanke

Overall quality of the class: 4.93

Summary:

The best aspects of this course included the professor's knowledge, stimulating content with real-world applications, and hands-on learning. Some students felt that presentations were at times overly long. A suggestion for improvement included assigning more group projects. Prospective students should be prepared for an intellectually demanding course that requires a major time commitment. To stay abreast of current financial issues and excel in this course, students should make reading *The Wall Street Journal*, *Financial Times* and Bloomberg a daily habit. Familiarity with the Bloomberg Terminal is also recommended.

EN.570.490.01
Solid Waste Engineering and Management
Hedy Alavi

Overall quality of the class: 3.86

Summary:

The best aspects of this course included the professor's knowledge and flexibility, the wide range of material covered, and the small class size. Students also praised the instructor's use of Blackboard throughout the semester. Some students felt that the class' three-hour length was challenging at times. Suggestions for improvement included allowing a study guide for exams and incorporating more visuals, especially of landfill design, during lectures. There is no textbook for this course, therefore prospective students should expect to attend class regularly.

EN.570.497.01
Risk and Decision Analysis
Benjamin Hobbs

Overall quality of the class: 4.75

This class had 5 or fewer comments.

EN.570.504.01
Financial Market Research
Steve Hanke

Overall quality of the class: 4.43

This class had 5 or fewer comments.

EN.570.603.01
Ecology
Grace Brush

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.570.610.01
Engineering Microbiology
Edward Bouwer

Overall quality of the class: 4.29

Summary:

The best aspects of this course included a knowledgeable instructor, engaged TAs, and interesting subject matter that featured in-class labs. Some students felt that the material was extremely difficult and that the lab reports could be time-consuming. A suggestion for improvement included holding a weekly TA review session. Prospective students should expect an intellectually challenging course that requires a significant time commitment.

EN.570.619.01
Methods in Microbial Community Analysis
Sarah Preheim

Overall quality of the class: 4.88

This class had 5 or fewer comments.

EN.570.642.01
Environmental Organic Chemistry
A. Roberts

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.570.643.01
Aquatic and Biofluid Chemistry
Alan Stone

Overall quality of the class: 4.65

Summary:

The best aspects of this course included the professor's knowledge, flexibility and approachability; interesting content; and easy-to-follow lectures. Negative feedback included not having enough time to complete the exam. Suggestions for improvement included adding more examples from science or industry to the lecture. A background in chemistry is recommended.

EN.570.644.01
Physical and Chemical Processes
William Ball

Overall quality of the class: 4.17

This class had 5 or fewer comments.

EN.570.653.01
Hydrology
Ciaran Harman

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.570.690.01
Solid Waste Engineering and Management
Hedy Alavi

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.570.695.01
Environmental Health and Engineering Systems Design
Joseph Ellis

Overall quality of the class: 4.44

Summary:

The best aspects of this course included the professor's knowledge, insights and helpfulness; the wide range of topics; and the relevance of the homework. Negative feedback included a lack of practice problems in class. To improve the course, a student suggested adding real-world problems that would require the assistance of a computer to solve. A background in calculus is highly recommended for prospective students.

EN.570.697.01
Risk and Decision Analysis
Benjamin Hobbs

Overall quality of the class: 4.51

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm and interesting subject matter with real-world applications. Some students felt that the workload was excessive, especially regarding homework assignments. Suggestions for improvements included reducing homework assignments or allowing them to account for greater percentage of the final grade. Adding a TA review session was also recommended. Prospective students should expect an intellectually demanding course that requires effective time management skills. Some familiarity with statistics and probability would prove beneficial.

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

1-Poor

2-Weak

3-Fair

4-Good

5-Excellent

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

Overall quality of the class: 4.87

Summary:
The best aspects of the class included the engaging class discussions, interesting films, and the enthusiasm and knowledge of the professor. Many students felt the assigned textbook readings were dry and unrelated to the rest of the class. Some students also felt unprepared for the exam essay questions, the instructions for which were unclear. Suggestions for improvement included adding more writing assignments to prepare students for the final paper and exam essays as well as streamlining textbook readings. Prospective students with an interest in film history will receive a valuable introduction to the topic. Be prepared to allot time to weekly readings and participate in class discussions.

AS.061.145.01
Introduction to Digital Video Production: Visual Language
Karen Yasinsky

Overall quality of the class: 4.38

This class had 5 or fewer comments.

AS.061.150.01
Introduction to Film Production
Matthew Porterfield

Overall quality of the class: 4.75

 This class had 5 or fewer comments.

AS.061.152.01
Introduction to Digital Video Production
Jimmy Roche

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.061.157.01
Lights, Camera, Action: Hidden Worlds
Lucy Bucknell, John Mann

Overall quality of the class: 4.51

Summary:
The best aspects of the class included the exposure to interesting and unfamiliar films and the engaging discussions facilitated by the professors. Some students felt that classes were unstructured and that the takeaway from discussions was often unclear. The large class size also made discussions less effective than they could have been, with some students being less engaged during films. Suggestions for improvement included introducing lectures or more focused discussions and setting clear expectations and goals throughout the semester. Prospective students interested in film studies will receive a valuable introduction to the analysis of the language of film. No background is necessary for the class and the workload is relatively light; however, students are highly encouraged to take an active part in discussions.

AS.061.201.01
Intermediate Video Production: Sound Art for Filmmakers
Jimmy Roche

Overall quality of the class: 4.38

Summary:
The best aspects of the class included the enthusiasm of the professor for the subject, the hands-on experience with audio equipment, and the easy-going, creative atmosphere of the class. Many students felt the class was disorganized, especially near the end of the semester. Some students also felt there was not enough time to study the more complicated aspects of sound art. Suggestions for improvement

included more structured tutorials for audio equipment, more thorough explanations of the science behind synthesizers, and more films and musical identities to explore. Prospective students with an interest in sound art and sound design will receive a valuable introduction. No background is required, but prospective students should be prepared to experiment with a wide variety of audio equipment.

AS.061.211.01
Intermediate Film Production: First Person/Third Person Essay Film
John Mann

Overall quality of the class: 4.57

This class had 5 or fewer comments.

AS.061.212.01
Assembling an Idea: The Documentary Process
John Mann

Overall quality of the class: 4.40

Summary:
The best aspects of the course included the professor's engaging teaching style, the insightful class discussions, and the amount of feedback the professor provided on student work. Some students felt the class was too unstructured and that the grading system was unclear. Class discussions could also sometimes feel stilted and unfocused. Suggestions for improvement included adding more prompts and experimental films and setting clearer guidelines at the beginning of the semester. Prospective students with an interest in documentary and experimental filmmaking will receive a valuable introduction. No background in documentary film is required; however, be prepared to think critically about film and writing concepts and join in classroom discussions.

AS.061.226.01
Special Topics: Writing About Film
Laura Mason

Overall quality of the class: 4.60

Summary:
The best aspects of the class included the many interesting films and readings, feedback from the professor, and supportive workshop structure that made writing manageable and engaging. Some students were unfamiliar with workshops, making peer feedback less helpful than it could have been. Some students also felt the readings were unevenly distributed, leading to a lack of time to discuss all of the material covered during Tuesday classes. Suggestions for improvement included introducing guidelines for student comments, moving lectures to the Homewood campus, and discussing some writing projects in small groups rather than as a class. Prospective students with an interest in film analysis will receive a valuable introduction to writing and thinking critically about film. Be prepared to make a considerable time commitment for readings, screenings, and writing projects.

AS.061.239.01
Film in the Age of Trump
Linda DeLibero

Overall quality of the class: 4.02

Summary:
The best aspects of the class included the culturally relevant films, the diverse variety of guest speakers, and the thought-provoking readings. Many students felt the class size was far too large to facilitate in-depth discussions. Some also felt there was a lack of feedback and guidance on assignments. Suggestions for improvement included standardizing the grading between the professor and TAs, providing more feedback on student responses, and having a smaller class size to encourage more insightful discussions. Prospective students interested in the intersection of politics and film will find the class a valuable experience. Be prepared to allot time for several writing assignments as well as readings.

AS.061.264.01
Acting in Film
Kathleen Beller

Overall quality of the class: 5.0

Summary:
The best aspects of the class included the experienced, enthusiastic professor; the engaging acting exercises; and the tight-knit, supportive classroom environment that encouraged creativity. Some students felt that classes were sometimes hectic and unstructured. Suggestions for improvement included adding more guest lectures, providing a clearer curriculum, and devoting more time to directing. Prospective students interested in acting will receive a valuable, practical introduction. No background experience is required; however, prospective students should be prepared to participate in required exercises every class.

AS.061.314.01
Sketching the Scene: Image as a Narrative Tool
Matthew Porterfield

Overall quality of the class: 4.85

Summary:
The best aspects of the class included the experience and patience of the professor, the diverse films and readings, and the numerous opportunities for students to hone their writing through a variety of prompts, workshops, and exercises. Class would sometimes feel disorganized and unproductive due to long, back-and-forth discussions. Some students also felt that the overall arc of the class was unclear. Suggestions for improvement included greater clarity in the syllabus, more emphasis on scriptwriting rather than prose, and more structured in-class discussions. Prospective students interested in

improving their writing—especially screenwriting—will receive valuable tools to improve their work. Be prepared to write 3-6 pages each week and attend off-campus film screenings.

AS.061.316.01
Characters for the Screenplay
Lucy Bucknell

Overall quality of the class: 4.86

This class had 5 or fewer comments.

AS.061.478.01
Automatic Animation
Karen Yasinsky

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.061.391.01
Love and Film
Meredith Ward

Overall quality of the class: 4.91

Summary:
The best aspects of the class included the thoughtful class discussions and knowledgeable, engaging teaching style of the professor. Some students felt the class discussions could run too long and stray too far from the films being discussed. Suggestions for improvement included a greater emphasis on discussing films and moving the class to the Homewood campus. Prospective students interested in discussing film and love from a philosophic perspective will find the class engaging and valuable. Background in film is not required to succeed in the class; however, students should be prepared to complete weekly writing assignments as well as several in-class presentations.

AS.061.393.01
Violet Attractions
Lucy Bucknell

Overall quality of the class: 4.22

Summary:
The best aspects of the class included the variety of films and supplementary readings and engaging class discussions facilitated by Professor Bucknell. The two assigned films per week led to class discussions feeling rushed at times to cover the material. Some students also felt many of the films were

redundant, especially for students who had taken previous film classes. Suggestions for improvement included updating the syllabus to include more modern films and cutting down on the number of films. Prospective students interested film studies will receive valuable experience in dissecting themes and motifs in film. Be advised to prepare for discussions well in advance and communicate with the professor about writing assignments early.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
GERMAN AND ROMANCE LANGUAGES AND LITERATURES DEPARTMENT

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

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

AS.210.101.01-03
French Elements I
Claude Guillemard

Overall quality of the class: 4.78

Summary:
The best aspects of this course included the immersive atmosphere and helpful instructor that provided useful feedback. Some students felt that there wasn't enough focus on grammar and pronunciation. Suggestions for improvement included adding exercises that would help students with enunciation and sentence structure. Prospective students with an interest in learning French will receive an in-depth introduction and should be aware that no background in the language is necessary.

AS.210.103.01
Learner Managed French Elements I
Bruce Anderson

Overall quality of the class: 4.50

Summary:
The best aspects of this course included the small class size which allowed the professor to engage with each student, and the interactive nature of the lessons. Some students felt that the discrepancy in French language skills among the students sometimes took away from the class and that the workload was overly heavy. Suggestions for improvement included receiving prompter feedback on their tests and offering assistance to students below average in skill level. Prospective students are recommended the course but are advised that a solid background in French is assumed.

AS.210.111.01
Spanish Elements I

Tanavi Jagdale

Overall quality of the class: 4.55

This class had 5 or fewer comments.

AS.210.111.02
Spanish Elements I
Christian Quattrociocchi

Overall quality of the class: 4.60

Summary:
The best aspects of this course included patient and helpful instructor and well-structured course outline that covered a broad range of material in a short amount of time. Some students felt that there was an assumed Spanish background even though it's an introductory course. Other students felt that the course could have moved at a faster pace. Suggestions for improvement included having more time spent in conversation and dialogue to practice speaking the language. Prospective students with an interest in learning Spanish will find the course valuable and are advised that some background in the language is helpful but not necessary.

AS.210.111.03-04
Spanish Elements I
Michelle Tracy

Overall quality of the class: 4.48

Summary:
The best aspects of this course included the encouraging instructor, small class size, and variety of teach styles employed. Some students felt that the conversations with the TA were unreasonably difficult and graded very harshly. Suggestions for improvement included making the conversations with the TA easier and more suited to the abilities of the individual student. Prospective students interested in improving their Spanish will find the course valuable and should be prepared for a significant amount of independent studying.

AS.210.112.01; .03-04
Spanish Elements II
Grecia Chirinos Delgado

Overall quality of the class: 4.11

Summary:
The best aspects of this course included the many opportunities students had to practice conversational Spanish and the enthusiastic instructor who pushed students to improve upon their skills. Some students felt that having lessons taught entirely in Spanish made learning new concepts and

understanding assignment instructions unnecessarily difficult. A few students also found the feedback and grading to be arbitrary or subjective. Suggestions for improvement included using more English when explaining new concepts or going over homework instructions. Prospective students are advised that they should be comfortable speaking in Spanish and have good listening comprehension before enrolling as the course is challenging but ultimately rewarding.

AS.210.112.02
Spanish Elements II
Michelle Tracy

Overall quality of the class: 4.38

Summary:
The best aspects of this course included the small class size, engaging and knowledgeable instructor, and consistent lectures taught primarily in Spanish. Some students felt that the feedback on their presentations and assignments as well as the feedback from the VHL software was unhelpful. Suggestions for improvement included having fewer oral presentations and focusing more on speaking and listening to their peers. Prospective students are advised that while this course provides a comprehensive look at the fundamentals of Spanish it does assume a more advanced listening ability.

AS.210.151.02
Italian Elements I
Audrey Fastuca

Overall quality of the class: 4.62

Summary:
The best aspects of this course included the comfortable learning environment fostered by the professor, the small class size, and the variety of creative assignments. Some students were frustrated by the Sentieri assignments that they felt did not correspond to the material being covered in class and that the course required the purchase of expensive supplementary materials. Suggestions for improvement included ending the use of Sentieri or restructuring it to more closely align with the rest of the class. The course is highly recommended to prospective students interested in learning Italian.

AS.210.151.03
Italian Elements I
Denis Forasacco

Overall quality of the class: 4.83

Summary:
The best aspects of this course included the focus on learning through conversation and the encouraging, enthusiastic professor. While some students found the Sentieri assignments helpful other students felt that they were unhelpful and unfairly graded. A few students also felt that the textbook was poorly organized and difficult to use. Suggestions for improvement included using Sentieri less and

focusing more on class discussions in Italian. The course is recommended to prospective students interested in learning Italian and are advised that a considerable amount of independent work is required.

AS.210.161.01
German Elements I
Antonia Grousdanidou

Overall quality of the course: 4.10

Summary:
The best aspects of this course included the instructor who conveyed the material well and made the class feel comfortable practicing German, and the daily homework assignments which helped students pick up new vocabulary quickly. Some students felt that the rapid pace was too much for an introductory course, and that the course schedule was overwhelming. Suggestions for improvement included improving scheduling of the class by dropping a session or making sure all assessments are completed during regularly scheduled sessions. Prospective students with an interest in learning German will receive a challenging but rewarding introduction and are advised that this course has a heavy workload and requires a significant amount of independent study.

AS.210.161.03
German Elements I
Deborah Mifflin

Overall quality of the class: 4.43

This class had 5 or fewer comments.

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

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.210.177.01
Portuguese Elements I
Flavia De Azeredo Cerqueira

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.210.201.02; .04
Intermediate French I
Suzanne Roos

Overall quality of the class: 4.60

Summary:
The best aspects of this course included the engaging class activities, helpful instructor, and the opportunity to practice French in a supportive environment. There were very few complaints about this course except that a few students found some assignments to be tedious. Suggestions for improvement included providing more opportunities for students to speak French with their peers and having more interactive activities. Prospective students will find this course a great way to improve their written and spoken French and are encouraged to review their knowledge from French Elements beforehand.

AS.210.201.03
Intermediate French I
Zvezdana Ostojic

Overall quality of the class: 4.75

Summary:
The best aspects of this course included the supportive instructor, useful feedback, and variety of engaging activities Some students felt that the homework was assigned too frequently. Suggestions for improvement included exposing students to more French-language popular culture and incorporating more structured grammar lessons. Prospective students are advised that a a solid introductory background in French is necessary and that they should be sure to practice on their own time.

AS.210.201.05
Intermediate French I
Claire Konieczny

Overall quality of the class: 4.63

This class had 5 or fewer comments.

AS.210.211.01-02; .04
Intermediate Spanish I
Julie Lirot

Overall quality of the class: 4.17

Summary:
The best aspects of this course included the dedicated instructor who provided helpful and immediate feedback on their Spanish speaking and comprehension, the detailed instruction on grammar, and the

variety of immersive exercises. Some students felt that there were too many overlapping homework assignments. Suggestions for improvement included distributing homework assignments across the semester more consistently and providing a clearer grading rubric. Prospective students should have a solid background in the language and should be prepared to participate in in-class exercises.

AS.210.211.05
Intermediate Spanish I
Alfredo Cumerma

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the interesting and applicable class activities that trained students to apply their language skills to real-world scenarios and the interactive teaching style of the instructor. Some students felt that the workload was uneven and difficult to keep up with. Suggestions for improvement included more evenly distributing assignments across the semester and providing more feedback on writing assignments. Prospective students are advised to review their prior Spanish knowledge before enrolling.

AS.210.211.06
Intermediate Spanish I
Barry Weingarten

Overall quality of the class: 3.69

Summary:
The best aspects of this course included the interactive style that focused on speaking Spanish rather than studying it and the thorough explanations of grammatical structures provided. Some students felt that the instructor could be overly harsh or intense when responding to incorrect answers and that it made them less inclined to speak. Suggestions for improvement included allowing time for small group discussion amongst students and fostering a more comfortable learning environment. Prospective students are advised to review the language beforehand, as their participation grade is partly based on the accuracy of their reply.

AS.210.212.01; .03
Intermediate Spanish II
Barry Weingarten

Overall quality of the class: 3.89

Summary:
The best aspects of this course included the opportunity to speak Spanish in an immersive environment and learn more complex grammar. Some students felt that the instructor could be condescending at times and that the presentation relied too heavily on memorization. Suggestions for improvement

included lightening the workload and giving students more opportunities to speak conversationally. Prospective students are advised to review basic Spanish grammar before enrolling in the class.

AS.210.212.02
Intermediate Spanish II
Grecia Chirinos Delgado

Overall quality of the class: 4.56

Summary:
The best aspects of this course included the enthusiastic instructor, helpful class discussion, and variety of interactive activities that helped teach a significant amount of Spanish vocabulary and grammar. Some students felt that there were too many assignments due in the same time span which made it difficult for them to budget their time. Suggestions for improvement included distributing the assignments more evenly over the course of the semester and creating more opportunities for students to speak conversationally. Prospective students should have a solid background in the language and be prepared to participate in class discussions.

AS.210.212.05
Intermediate Spanish II
Julie Lirot

Overall quality of the class: 4.25

Summary:
The best aspects of this course included the opportunity to be completely immersed in the Spanish language in class, the engaging professor, and the variety of different learning exercises used to reinforce the material. Some students felt that the homework assignments were tedious and that many of the major assignments were assigned too close together. Suggestions for improvement included distributing the homework assignments more evenly across the semester and being given more opportunities to conversate. Prospective students are advised that this is a challenging course and that they'll need to put in effort in order to do well on the exams.

AS.210.251.01-02
Intermediate Italian I
Leonardo Proietti

Overall quality of the class: 4.67

Summary:
The best aspect of this course was the engaging and effective instructor who facilitated many opportunities for students to practice Italian with their peers. Some students felt that the course moved too quickly and that it was unclear what vocabulary they were expected to know. Suggestions for improvement included providing vocabulary lists and focusing more on expanding vocabulary.

Prospective students are advised that they will have to spend a substantial amount of time outside of class to complete the homework and practice the language if they want to succeed.

AS.210.261.02-03
Intermediate German I
Heidi Wheeler

Overall quality of the class: 4.55

Summary:
The best aspects of this course included the opportunity to discuss current events in Germany which provided opportunities to gain practical and meaningful experience speaking German and the interesting readings on German culture. Some students felt that expectations and due dates for the assignments were sometimes unclear. Suggestions for improvement included providing a clearer syllabus with deadlines and more structured exercises. Prospective students are advised that while there is a review of some material from the *Elements* course they should already have a solid grasp of German before enrolling.

AS.210.277.01
Intermediate Portuguese I
Flavia De Azeredo Cerqueira

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.210.288.01
Portuguese: Conversation through Film & Music
Flavia De Azeredo Cerqueira

Overall quality of the class: 4.71

This class had 5 or fewer comments.

AS.210.301.01-02
Advanced French I: Achieving Accuracy
Vincent Adams-Aumeregie

Overall quality of the class: 4.23

Summary:
The best aspects of this course included the useful feedback provided by the engaging and dedicated instructor and the interesting class discussions that created a learning environment that challenged students to immerse themselves in the French language. Some students felt that there was too much

homework and that the assignments were repetitive. Suggestions for improvement included spreading out the homework assignments more evenly throughout the semester. Prospective students with an interest in improving their French will receive a highly valuable, engaging introduction to speaking the language fluently.

AS.210.301.03
Advanced French I: Achieving Accuracy
Nicole Karam

Overall quality of the class: 4.71

Summary:
The best aspects of this course included the diverse array of learning material and readings such poetry, film, and theatre that helped test student's readings and listening comprehension skills, engaging instructor, and helpful feedback. Some students felt that the instructions for the homework assignments were at times unclear and that there was not enough exposure to new vocabulary. Suggestions for improvement included focusing more on vocabulary, spending more time on the more challenging grammatical concepts, and being given more opportunities to speak French. Prospective students can expect to significantly improve their understanding of the language and should be prepared to complete a significant amount of reading and writing in French in this course.

AS.210.301.04
Advanced French I: Achieving Accuracy
Bruce Anderson

Overall quality of the class: 4.09

Summary:
The best aspects of this course included the class discussions that allowed students to practice their French conversationally on a variety of engaging topics and the casual and welcoming learning environment. Some students felt that the essays should have been graded and returned to them sooner so that they could utilize the feedback. Suggestions for improvement included a faster turn-around time for graded papers and more comprehensive feedback on their writing. Prospective students can expect to greatly improve their skills in the language and should be prepared for a relatively writing-intensive course.

AS.210.302.01
Advanced French II: Reaching Fluency
Benjamin Peak

Overall quality of the class: 4.46

Summary:
The best aspects of this course included the friendly learning environment to practice French and the helpful instructor who facilitated engaging class discussions on a variety of topics. Some students felt

that their graded assignments were not returned in a timely enough manner and that there was a lack of feedback given in general. Suggestions for improvement included providing faster and more frequent feedback on assignments. The course is highly recommended for prospective students interested in achieving fluency in French and requires a solid understanding of the language.

AS.210.302.02
Advanced French II: Reaching Fluency
Autumn Vowles

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.210.302.03
Advanced French II: Reaching Fluency
April Wuensch

Overall quality of the class: 3.83

Summary:
The best aspects of this course included the knowledgeable instructor who facilitated engaging discussions on French culture and the interactive class activities that helped students improve their French listening and speaking skills. Some students felt that there was not enough time dedicated to actual conversation and that the homework was not returned to them in a timely enough manner. Suggestions for improvement included returning graded assignments more promptly and focusing more on French conversation during class. Prospective students are advised that they should be confident in their French speaking ability and knowledge of grammar before enrolling.

AS.210.311.01; .05
Advanced Spanish I
Julio López Raja

Overall quality of the class: 4.78

Summary:
The best aspects of this course included the helpful feedback provided by the engaging instructor, the focus on improving student's grammar, and the plentiful opportunities to conversate in Spanish. Some students felt that the work was overly concentrated towards the end of the semester and that the homework assignments were sometimes unnecessary and unhelpful. Suggestions for improvement included a more balanced work schedule with less of what students felt was busywork. Prospective students are advised to have a solid understanding of the language and actively participate in class discussions to benefit from the class.

AS.210.311.02; .04

Advanced Spanish I
Aranzazu Hubbard

Overall quality of the class: 4.20

Summary:
The best aspects of this course included the opportunity for students to practice their Spanish speaking skills in an interactive and discussion-based classroom and the approachable instructor. Some students felt that there was not enough feedback given on their writing assignments and that grading could be overly harsh. Suggestions for improvement included providing more feedback on their writing assignments, especially concerning their grammatical mistakes. Prospective students are advised that this course has a fairly heavy workload and that they should come to class prepared to participate in class discussions in Spanish.

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

Overall quality of the class: 4.10

Summary:
The best aspects of this course included its casual atmosphere that facilitated an easy flow of Spanish conversation, and the creativity and variety of assignments that assessed the student's knowledge of the language. Some students felt that the homework assignments were repetitive and that the workload was occasionally very heavy. Suggestions for improvement included ensuring that students are unequal footing in their knowledge of Spanish grammar, and providing more speaking activities in class. Prospective students are recommended this course if they trying to maintain their Spanish speaking skills, and are advised that they should be honest when taking their placement exam.

AS.210.312.03
Advanced Spanish II
Julio Lòpez Raja

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the small class size that facilitated an engaging learning environment and the opportunity to use Spanish to discuss relevant topics such as Spanish culture and literature. Some students felt that the exams were poorly worded and the homework assignments were frequently overwhelming. Suggestions for improvement included lessening the day-to-day workload and focusing more on vocabulary development. Prospective students should review their knowledge of the language and be prepared for a significant amount of public speaking in Spanish.

AS.210.313.01
Medical Spanish

Julio Lòpez Raja

Overall quality of the class: 4.43

This class had 5 or fewer comments.

AS.210.313.02-03
Medical Spanish
Naiara Martinez-Velez

Overall quality of the class: 4.53

Summary:
The best aspects of this course included the useful subject matter relevant to student's future careers in the medical field and the unique vocabulary students had the opportunity to focus on. Some students felt that the workload was overly heavy and that due dates overlapped too frequently. Suggestions for improvement included reducing the workload or more evenly distributing the due dates across the semester. Prospective students who are interested in pre-med studies are recommended this course and should have a solid understanding of Spanish beforehand.

AS.210.314.01
Spanish for International Commerce
Aranzazu Hubbard

Overall quality of the class: 4.80

This class had 5 or fewer comments.

AS.210.316.01
Conversational Spanish
Maria Del Rosario Ramos

Overall quality of the class: 3.80

Summary:
The best aspects of this course included the small class size which facilitated engaging conversation and the supportive instructor who provided feedback in an encouraging way. Some students felt that there were too many homework assignments and that their grades were not posted on Blackboard frequently enough. Suggestions for improvement included having more class-wide discussions and taking time to discuss the Blackboard homework assignments in class. Prospective students will receive a valuable introduction to speaking Spanish on a conversational level and should be prepared to allot a significant amount of time to independent study of the language.

AS.210.317.01

Adv Spanish Composition
Loreto Sanchez

Overall quality of the class: 4.64

Summary:
The best aspects of this course included the small class size that encouraged participation and allowed for personalized feedback, and a knowledgeable and energetic instructor. Some students felt that the coursework, especially the online assignments, could be tedious at times. Suggestions for improvement included assigning fewer online activities and spreading the workload more evenly across the semester. The course is highly recommended for prospective students interested in improving their grasp of Spanish and a solid understanding of the language is required to succeed.

AS.210.351.01
Advanced Italian I
Chiara Girardi

Overall quality of the class: 4.63

This class had 5 or fewer comments.

AS.210.361.02
Advanced German I: Cultural Topics of the Modern German-speaking World
Christiane Ketteler

Overall quality of the class: 4.30

Summary:
The best aspects of this course included the interesting and varied course materials that helped to give students insight into German culture and the engaging class discussions that created many opportunities to receive feedback. Some students felt that the workload was too heavy and that the assignment instructions on Blackboard were sometimes unclear. Suggestions for improvement included placing more of an emphasis on speaking and providing more in-class reminders regarding assignments. Prospective students should have solid background in German is required and arrive prepared to participate in class discussion.

AS.210.361.03
Advanced German I: Cultural Topics of the Modern German-speaking World
Deborah Mifflin

Overall quality of the class: 4.60

This class had 5 or fewer comments.

AS.210.409.01
Le monde francophone
Bruce Anderson

Overall quality of the class: 4.83

This class had 5 or fewer comments.

AS.210.411.01
Translation for the Professions
Maria Del Rosario Ramos

Overall quality of the class: 3.75

Summary:
The best aspects of this course included the freedom given to students to choose the text they wanted to translate and the opportunity to apply their language skills in a creative and rewarding way. Some students felt that feedback on their weekly assignments took too long to get and were frustrated by occasional technical difficulties with online assignments. Suggestions for improvement included prompter feedback and following the syllabus more closely. Prospective students are advised that this is a very work intensive course and that while grammar is reviewed they should have a firm grip on the Spanish language before enrolling.

AS.210.412.01
Community Based Learning – Spanish Language Practicum
Loreto Sanchez

Overall quality of the class: 4.55

Summary:
The best aspects of this course included gaining hands-on experience using Spanish and interpreting for others in the real world and the opportunity to interact with Baltimore's Spanish-speaking community. Some students felt that there wasn't enough time at the beginning of the semester to find an organization to volunteer with and that they would have liked more interaction with the professor. A few students also felt there were too many writing deadlines concentrated at the end of the semester and that there was little guidance on assignments. Suggestions for improvement included creating a clearer grading rubric for the writing assignments and providing more opportunities to have one-on-one time with the professor. The course is highly recommended for prospective students interested in improving their Spanish and working with the community and students are highly encouraged to begin searching for volunteer opportunities early.

AS.210.417.01-02
Eloquent French
Kristin Cook-Gailloud

Overall quality of the class: 4.15

Summary:
The best aspects of this course included the focus on improving formal writing skills, introduction to new aspects of the French language, and relaxed class atmosphere. Some students felt that the class was disorganized, especially when it came to assignment due dates, and that the course fell behind what was presented on the syllabus. Suggestions for improvement included creating a clearer class schedule. Prospective students interested in learning a more academic and formal style of French are recommended this course but are advised that it is an intensive course that features a lot of new vocabulary.

AS.211.222.01
Italian Cinema: The classics, the forgotten and the emergent.
Laura Di Bianco

Overall quality of the class: 4.50

Summary:
The best aspects of this course included the well-curated selection of films and readings, the attention paid to Italy's early women filmmakers, and the class discussions that provided great insight into the history and culture of Italy. Some students felt that changes to the syllabus made the assignments hard to keep track of and that it was sometimes difficult to locate and find time to watch the films before the next class session. Suggestions for improvement included having additional class sessions where the films could be screened and making the class sessions further apart so students had more time to complete the readings. Prospective students are recommended this course as a great introduction to both Italian film and history.

AS.211.238.01
Made in Italy: Italian Style in Context
Leonardo Proietti

Overall quality of the class: 4.53

Summary:
The best aspects of this course included the interesting topics, focus on the influence of historical events on Italian fashion, and the instructor who was clearly passionate about the subject matter. Some students felt that the course could have been longer as they would have liked more time to fully delve into the material. A few students also felt that the workload and amount of reading was a bit much for a 1-credit course. Suggestions for improvement included giving students more time to participate in class discussion rather than dedicating the entire class to lecturing and shortening the readings. Prospective students will receive a valuable introduction to a unique perspective on Italian history.

AS.211.248.01-02
Eataly: an exploration of Italian food cultures
Leonardo Proietti, Alessandro Zannirato

Overall quality of the class: 4.54

Summary:
The best aspects of this course included the subject matter which presented aspects of food culture that the students would have never previously considered, the broad range of topics discussed, and the knowledgeable instructors. Some students felt that the readings were sometimes very dense and that it was unclear what aspects of the readings they should be focusing on in order to prepare for the quizzes. A few students also felt that there was a surprising lack of food for a course on Italian food. Suggestions for improvement included providing more opportunities to cook and try foods, more cohesive lectures, and broader quiz questions. Prospective students are advised that no background in the subject matter is necessary and that it is a fun way to introduce themselves to Italian food and culture.

AS.211.258.01-02
Italy Off the Beaten Path
Leonardo Proietti, Alessandro Zannirato

Overall quality of the class: 4.44

Summary:
The best aspects of this course included the diversity of the topics, unique approach to the material, and the enthusiastic instructors. Some students felt that the readings were sometimes overly long and that some of the quiz questions seemed arbitrary. Suggestions for improvement included working on the continuity of the class between the two instructors. Prospective students are recommended this course and are advised that they will need to keep up with the readings and that no background knowledge of Italian culture is necessary.

AS.211.265.01
Panorama of German Thought
Rochelle Tobias

Overall quality of the class: 4.18

Summary:
The best aspects of this course included the well-curated readings that covered a wide breadth of German intellectual history and the engaging instructor who made the more difficult texts accessible and delivered insightful lectures. Some students felt that the TA was interruptive and frequently distracted from class discussions. Suggestions for improvement included reeling in the TA and adding another female author to the list of readings. Prospective students with an interest in German history are encouraged to take this course and are advised to complete readings early in order to participate in class discussions.

AS.211.274.01
Freshman Seminar: Soccer in Brazil: opium of the masses
Flavia De Azeredo Cerqueira

Overall quality of the class: 4.86

This class had 5 or fewer comments.

AS.211.337.01
Wandering Jews? Jewish Migration in Film and Literature
Samuel Spinner

Overall quality of the class: 4.60

This class had 5 or fewer comments.

AS.211.341.01
Power and Resistance in French Political Thought
Elena Russo

Overall quality of the class: 4.31

Summary:
The best aspects of this course included the rigorous student-led discussions, interesting readings that covered a wide breadth of topics, and enthusiastic and knowledgeable instructor. Some students felt that discussions would sometimes veer too far off topic and become hard to follow and that the readings were at times overly dense. Suggestions for improvement included creating a more structured lesson plan and paths for the discussion to follow. Prospective students are advised that, while not necessary, a background in French history and political science are helpful.

AS.211.361.01
Narratives of Dissent in Israeli Society and Culture
Neta Stahl

Overall quality of the class: 4.73

Summary:
The best aspects of this course included the interesting course content that exposed students to a variety of topics through a wide array of mediums and the open class discussions. Some students felt that some of the readings were overly long and dry and that most of their graded assignments were too clustered together at the end of the semester. Suggestions for improvement included spreading the coursework more evenly across the semester and finding new ways to frame class discussions through in-class activities. Prospective students are recommended this course as a great introduction to Israeli culture and politics but are advised to keep up with the readings to participate in class discussions.

AS.211.377.01
Transatlantic Mafias: Organized Crime in Mexico and Italy

Matteo Cantarello

Overall quality of the class: 4.58

Summary:
The best aspects of this course included the engaging and knowledgeable instructor who facilitate interesting class discussion and the course materials that mixed fiction and historical accounts in a fascinating way. Some students felt that the class discussions could have been livelier if the class sessions were scheduled earlier in the day. Suggestions for improvement included reorganizing the discussions and reading schedule. Prospective students are advised that the course focuses mainly on crime fiction rather than organized crime and that no background knowledge is necessary.

AS.211.394.01
Brazilian Culture & Civilization
Flavia De Azeredo Cerquiera

Overall quality of the class: 4.51

Summary:
The best aspects of this course included the breadth of material covered, passionate and engaging instructor, and interesting subject matter. Some students felt that there were too many pop quizzes that failed to reflect the main takeaways of the readings, making them unnecessarily difficult. Suggestions for improvement included restructuring the pop quizzes to better reflect the readings. The course is highly recommended and prospective students do not require prior knowledge of Brazilian culture and history to succeed.

AS.211.445.01
Rogues, Tricksters, and Saints: Boccaccio's Decameron
Walter Stephens

Overall quality of the class: 4.88

This class had 5 or fewer comments.

AS.212.150.01
Freshman Seminar: Before the Selfie. Autobiography and Self-Portraiture in Text and Photography
Ana Delia Rogobete

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.212.333.01
Introduction á la littérature française

Sara Miglietti

Overall quality of the class: 4.57

This class had 5 or fewer comments.

AS.212.333.02
Introduction á la littérature française
Wilda Anderson

Overall quality of the class: 4.56

Summary:
The best aspects of this course included the knowledgeable instructor who provided insightful lectures on the readings and the well-curated selection of French literature. Some students felt their grade relied too heavily on 3 papers and that the amount of reading assigned was sometimes overwhelming. Suggestions for improvement included increasing student participation in order to create a more discussion-based class and creating more opportunities to be graded. Prospective students can expect an in-depth introduction to French literature and should be prepared to complete weekly readings and discuss the readings in French.

AS.212.353.01-02
La France Contemporaine
April Wuensch

Overall quality of the class: 4.25

This class had 5 or fewer comments.

AS.212.364.01-02
Not Another Fashion Victim: Shopping, Style, and Consumer Culture in Paris
Kathryn Haklin

Overall quality of the class: 4.65

This class had 5 or fewer comments.

AS.212.429.01
Thesis Prep
Wilda Anderson, Sara Miglietti, Jacky Neefs, Elena Russo, Derek Schilling

Overall quality of the class: 4.17

This class had 5 or fewer comments.

AS.212.476.01
Into the Wild: Environmental Imagination across the Ages
Sara Miglietti

Overall quality of the class: 4.80

This class had 5 or fewer comments.

AS.213.270.01
Die Erfindung der Moderne
Marton Dornbach

Overall quality of the class: 4.88

This class had 5 or fewer comments.

AS.215.231.01
Introduction to Literature in Spanish
Liliana Galindo Orrego

Overall quality of the class: 4.44

Summary:
The best aspects of this course included the helpful and knowledgeable instructor who was clearly engaged with the subject matter, interesting readings, and engaging class discussions that benefited from a small class size. Some students felt that there wasn't enough time to fully analyze and discuss all of the readings. Suggestions for improvement included more evenly distributing the readings over the course of the semester and providing more in-class discussion of the literary movements that the readings are examples of. Prospective students are advised that they will be challenged in the beginning of the semester by some of the older readings and that the course requires an advanced knowledge of writing, reading, and speaking in Spanish.

AS.215.231.02
Introduction to Literature in Spanish
Ryan Hill

Overall quality of the class: 3.57

This class had 5 or fewer comments.

AS.215.312.01
The Great Latin American novel according to Carlos Fuentes

Sara Castro-Klaren

Overall quality of the class: 4.33

This class had 5 or fewer comments

AS.215.337.01
Teatro Espanol del Siglo del Oro
Harry Sieber

Overall quality of the class: 4.25

This class had 5 or fewer comments.

AS.215.380.01
Modern Latin American Culture
Eric Avila Ponce de Leon

Overall quality of the class: 2.07

Summary:
The best aspects of this course included the interesting supplementary material such as documentaries and interviews, the breadth of topics covered, and the passionate, knowledgeable instructor. Some students felt that the course lacked structure as they were never given a syllabus or grading rubric and that the lectures would frequently stray off topic. A few students also felt that there was a lack of engagement that hindered class discussions and that expectations on their assignments were unclear. Suggestions for improvement included creating a better course structure, providing a syllabus, and facilitating more student discussion during class. Prospective students are advised that proficiency in Spanish is a requirement.

AS.215.390.01
Modern Spanish Culture
Mary Speer

Overall quality of the class: 3.13

Summary:
The best aspects of this course included the interesting course content, excellent textbook, and variety of supplementary materials that provided insight into Spanish culture. Some students felt that the course focused too much on history rather than modern Spain and that the class discussions were sometimes not very thorough. Suggestions for improvement included varying the readings so they're focused more on modern culture and facilitating better Spanish discourse. Prospective students are advised that strong Spanish speaking skills are required to take this class and that there may be more history discussed than they would expect.

AS.215.404.01
Cuba Between Heresy and Revolution
Eduardo Gonzalez

Overall quality of the class: 3.57

Summary:
The best aspects of this course included the enlightening book that was the focus of the course, the interesting subject matter delivered in lecture, and the instructor's effective teaching style that provided a complex analysis of Cuba's history and Judaism. Some students had trouble following the professor's lectures, which were often unconventional and went on unrelated tangents. A few students were also disappointed that the course didn't focus more on the politics and history of Cuba's revolution. Suggestions for improvement included more structured lectures and having structured discussions that the students could participate in. Prospective students are advised that they should have some proficiency in Spanish and that they should approach this class with an open mind.

AS.215.642.01
Readings in Contemporary Literary Criticism and Theory
Becquer Segiun

Overall quality of the class: 4.00

This class had 5 or fewer comments.

AS.216.444.01
The Apocalypse in Literature and Film
Neta Stahl

Overall quality of the class: 3.77

Summary:
The best aspects of this course included the variety and quality of the film and literature that was presented and the intellectually stimulating class discussions that added depth to the course materials. Some students felt that the readings could be overwhelming and that the topics covered could have been narrowed down to focus on specific aspects of the apocalypse. Suggestions for improvement included making the critical theory readings reflect more directly reflect the texts that were being covered in the class and creating a more organized lesson plan. Prospective students should be prepared to set aside time to do a considerable amount of reading each week.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
HISTORY OF ART

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

AS.010.101.01-04
Introduction to History of Western Art I
Nino Zchomelidse

Overall quality of the class: 3.86

Summary:
The best aspects of this course included the knowledgeable professor, interesting subject matter, discussion-based sections, and field trips to museums. Negative feedback focused on the heavy workload, difficult papers and unengaging lectures at times. Suggestions for improvement include providing more relevant information about the art depicted on lecture slides and adding a study guide or review section for exams. Prospective students should expect an intellectually challenging, writing-intensive survey course. Some familiarity with art history will prove beneficial.

AS.010.110.01
Art of the Islamic World
Unver Rustem

Overall quality of the class: 4.61

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures, and interesting subject matter. Students also praised the helpfulness of the TA. Some students felt that the workload was extremely heavy for an introduction course. In addition, the exams were perceived as difficult and the grading harsh. Suggestions for improvement included providing more clarity on grading and assignments as well as reducing the readings. Prospective students should expect an intellectually stimulating survey course with a heavy reading and writing component.

AS.010.112.01

Freshman Seminar - Lower, Later, Farther Away: Roman Art Beyond the Center
Elizabeth Bevis

Overall quality of the class: 4.00

This class had 5 or fewer comments.

AS.010.229.01
Rethinking the Renaissance: Artistic Exchange Between North and South
Elizabeth Bernick

Overall quality of the class: 3.88

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, compelling subject matter and stimulating discussions. Some students felt that the readings could be dense at times. Suggestions for improvement included adding more class presentations and reducing the readings. Prospective students should expect an intellectually challenging and reading-heavy art history course.

AS.010.236.01
Palaces, Temples and Tombs in Mesopotamia
Marian Feldman

Overall quality of the class: 4.67

Summary:
The best aspects of this course included the professor's knowledge, enthusiasm and helpfulness; interesting subject matter; and engaging lectures. Negative feedback included a lack of a grading rubric and the heavy workload, which often involved memorization. Suggestions for improvement included instituting a clear grading rubric, adding an interactive element to lectures, posting lecture notes on Blackboard, and offering more opportunities to improve grades. Prospective students should expect an intellectually rigorous course that requires a significant time commitment. No art history background is required.

AS.010.313.01
The Archaeology of the City of Rome
Pier Luigi Tucci

Overall quality of the class: 4.50

Summary:
The best aspects of this course included the professor's knowledge and helpfulness, compelling material, engaging student presentations and self-directed projects. Some students felt that the lectures could be hard to follow at times due to the amount of material covered. Suggestions for improvement included holding more discussions in class and adding more text to lecture slides for clarity. Prospective

students should expect an intellectually challenging, lecture-dependent art history class. Some knowledge of Roman history would prove beneficial.

AS.010.329.01
Building an Empire: Architecture of the Ottoman Capitals, c. 1300–1600
Unver Rustem

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.010.333.01
The Re-Making of Rome: from Michelangelo to Mussolini
Stephen Campbell

Overall quality of the class: 4.50

This class had 5 or fewer comments.

AS.010.410.01
The Epistemology of Photography
Rebecca Brown

Overall quality of the class: 4.88

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures and incisive feedback on writing assignments. Some students felt that the readings could be dense at times. Suggestions for improvement included clearer expectations for writing assignments. Prospective students should expect an intellectually demanding course that requires a significant writing component.

AS.010.412.01
Houses, Villas, and Towns in Latium and Campania
Pier Luigi Tucci

Overall quality of the class: 4.67

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures and interesting subject matter. Some students felt that the class' three-hour length was burdensome. Meeting twice a week, instead of once, would be a more effective format. Suggestions for improvement included providing more text on lecture slides. Prospective students should expect a lot of intellectually stimulating readings and should be prepared to contribute to the class discussions.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
HISTORY OF SCIENCE AND TECHNOLOGY

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

AS.140.105.01-03
History of Medicine
Gianna Pomata

Overall quality of the class: 4.43

Summary:

The best aspects of this course included the interesting subject matter, engaging lectures, helpful TAs and professor's knowledge and enthusiasm. A number of students felt that the workload was extremely heavy and that the guidelines for assignments were unclear. Suggestions for improvement included reducing the readings, posting lecture slides online after class, giving clearer instructions for assignments and slowing the pace during lectures to encourage more discussion. Prospective students should expect an intellectually stimulating course that includes regular reading assignments. No background knowledge is needed.

AS.140.147.01
Chinese Medicine: Tradition and Modernity
James Flowers

Overall quality of the class: 4.73

Summary:

The best aspects of this course included the knowledgeable and enthusiastic professor, compelling subject matter with real-life applications, and manageable workload. A few students felt that the quizzes covered too much material and were irregularly scheduled. Suggestions for improvement included adding more videos and PowerPoints to the lectures. Prospective students should expect an intellectually stimulating course. No background knowledge is required.

AS.140.148.01
From Materia Medica to Mobile Phones: The History of Global Health Technologies, 16th Century to the Present
Kirsten Moore-Sheeley

Overall quality of the class: 4.08

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interesting subject matter and stimulating discussions. Some students felt that the readings were dense and time-consuming. Suggestions for improvement included trimming the reading list, providing clearer direction for the midterm and final, and using prompts that broaden the discussion. Prospective students should expect an intellectually challenging, writing-intensive course. The course is highly recommended for those considering the medical profession as a career, though no prior knowledge is required.

AS.140.167.01
Technology and Global Health: A History from the 19th century to the Present
Heidi Morefield

Overall quality of the class: 4.69

Summary:

The best aspects of this course included the professor's knowledge, engagement and ability to facilitate lively, thought-provoking discussions. Students also praised the interesting subject matter and the manageable workload. Negative feedback included the heavy reading workload. Suggestions for improvement included posting discussion questions for each reading and using directed questions to guide the discussions. Prospective students should expect an intellectually stimulating, writing-intensive, discussion-based class. Some familiarity with global health is helpful, though not required.

AS.140.301.01-02
History of Science: Antiquity to Renaissance
Gabriele Ferrario, Lawrence Principe

Overall quality of the class: 4.60

Summary:

The best aspects of this course included the knowledgeable and enthusiastic professor, engaging lectures and interesting subject matter. Some students felt that it would have been beneficial to post lecture notes on Blackboard and that three essays seemed excessive for a non-writing-intensive course. Suggestions for improvement included restructuring the Islamic section and posting class materials online. Prospective students should expect an intellectually stimulating, lecture-dependent course that requires a heavy reading and writing component.

AS.140.305.01
From the Compass to Androids: History of Science, Technology, and Medicine in Asia
Yulia Frumer

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the professor's knowledge and engagement, stimulating subject matter and frequent group discussions. Negative feedback was limited. Suggestions for improvement included posting guidelines for the final project early in the semester. Prospective students should expect an intellectually demanding, reading-intensive course that requires a 25-page written final project.

AS.140.311.01-02
Ecology, Health, and the Environment
Sharon Kingsland

Overall quality of the class: 4.13

Summary:

The best aspects of this course included the knowledgeable professor, interesting content, constructive writing feedback and independent projects. Some students felt that lectures could be unengaging at times and that the grading was heavily weighted toward end-of-semester activities. Suggestions for improvement included making the lectures more interactive, reducing the scope of the final project and allowing three missed classes instead of two. Prospective students should expect a stimulating, writing-intensive course on the Chesapeake Bay ecosystem. Regular attendance and class participation are required.

AS.140.321.01-02
Scientific Revolution
Maria Portuondo

Overall quality of the class: 4.26

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, the interesting subject matter, well-structured lectures and helpful TA. Negative feedback included dense reading assignments, occasionally flat discussion groups and the lack of lecture notes online. Suggestions for improvement included making the lectures more discussion-based, posting lecture materials on online, reducing the readings, switching from one longer final essay to several shorter ones, and providing a study guide for tests. Prospective students should expect an intellectually challenging, reading-dependent course that requires regular class attendance.

AS.140.324.01
Commercializing Science: Academic Entrepreneurs from Kelvin to Venter
Joris Mercelis

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the professor's knowledge and passion, interesting content and thought-provoking discussions. Some students felt that lectures could be unengaging at times. Suggestions for improvement included making the lectures more interactive, reducing the number of Wikipedia assignments, and replacing the large end-of-term projects with smaller assignments throughout the semester. Prospective students should expect an intellectually stimulating humanities course with a manageable workload. Prospective should also keep in mind that the course is focused on history, not business.

AS.140.327.01
Science and Utopia
Robert Kargon

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the thought-provoking readings and discussions. Some students commented on the lack of feedback regarding grades throughout the semester. Suggestions for improvement included a clearer syllabus, more grading feedback and opportunities, and a better balance of movies, discussion and lecture. Prospective students should expect an intellectually stimulating, reading-intensive, discussion-based class.

AS.140.347.01
History of Genetics
Nathaniel Comfort

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, compelling subject matter, engaging lectures and thought-provoking discussions. Students also praised TA for his commitment and passion. Some students felt that the lectures were sometimes disorganized and that the reading list was overwhelming. In addition, clearer guidance was needed on assignments. Suggestions for improvement included making classes more interactive, lightening the reading

assignments and providing more clarity on projects. Prospective students should expect an intellectually demanding, reading-intensive course.

AS.140.356.01
Man vs. Machine: Resistance to New Technology since the Industrial Revolution
Joris Mercelis

Overall quality of the class: 4.43

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
HISTORY DEPARTMENT

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

AS.100.102.01-03
The Medieval World
Gabrielle Spiegel

Overall quality of the class: 4.13

Summary:
The best aspects of the class included the straight forward progression of the semester and concise, engaging readings. Lectures were often dry and unengaging, making it difficult for students to follow along or know which notes were important. Suggestions for improvement include restructuring assignments to be based around fewer, longer papers and providing a clear chronology of the topics discussed. Prospective students interested in medieval history will receive a valuable introduction to the topic. Some background in European history is recommended but not required to succeed in the course. Students should be prepared to allot time for weekly readings and writing assignments.

AS.100.104.01-04
Modern Europe and the Wider World
Todd Shepard

Overall quality of the class: 3.64

Summary:
The best aspects of the class included the fascinating primary sources provided and the engaging teaching style of both the professor and TA. Lectures often cover too much material to go in-depth on any specific subjects. Some students also felt the lectures were disorganized and lacked comprehensive notes or visual aids, making it difficult to prepare for exams. Suggestions for improvement include focusing lectures more on concrete events and details and restructuring the workload to include more written assignments and less exams. Prospective students with an interest in European history will

receive a valuable introduction to the subject. They are highly encouraged to allot time to study for the relatively difficult exams and seek help from the TA and professor.

AS.100.113.01-04
Making America: Race, Radicalism, and Reform
Ronald Walters

Overall quality of the class: 3.71

Summary:
The best aspects of the class included the engaging feedback and instruction from the TA during section, the unique perspective with which the course approaches American history, and the intellectually challenging topics. Students found lectures to be at times confusing and difficult to follow, making it difficult to remain engaged during class. Some students also felt the readings and lecture material felt disconnected from one another. Suggestions for improvement include more focused lectures with more student participation, clearer grading criteria on essays, and greater cohesion between lectures, readings, and section. Prospective students interested in American history will receive a valuable introduction to critical thinking regarding the intersections of race and politics throughout history.

AS.100.117.01-03
History of Brazil
Gabriel Paquette

Overall quality of the class: 4.53

Summary:
The best aspects of the class included the breadth of material covered and the effective, engaging professor and TA. The 50-minute class schedule was ill-suited for the volume of material that needed to be covered in the class. Students also felt the schedule made in-class essays unreasonably difficult to finish in the allot time. Suggestions for improvement include more even spacing of exams and readings and allowing more discussion and questions during lecture. Prospective students will receive a broad but cohesive introduction to the history of Brazil. Prior knowledge of South American history is not necessary; however, it is recommended that students have a general knowledge of essay writing.

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

Overall quality of the class: 3.76

Summary:
The best aspects of the class included the many fascinating perspectives covered in the material and the intellectually engaging discussions facilitated by the small class size and knowledgeable, approachable professor. Lectures were disorganized and often jumped from multiple different topics, regions, and time periods with little connection between them, making it difficult to keep track of during the long

once-a-week class. Students also felt the group projects were unrelated to the rest of the class and unhelpful in learning the material. Suggestions for improvement include more interaction with students during lectures, posting power points online after lectures, and reorganizing the readings to relate more directly to lecture. Prospective students interested in African history will receive a broad introduction to the geography and diversity of historical and social trends on the continent.

AS.100.193.01
Undergraduate Seminar in History
William Rowe

Overall quality of the class: 4.50

This class had 5 or fewer comments.

AS.100.193.02
Undergraduate Seminar in History
Katie Hindmarch-Watson

Overall quality of the class: 4.38

Summary:
The best aspects of the class included the freedom students were allowed on assignments and the open, conversational structure of the class facilitated by the professor and small class size. Students felt there was a lack of guidance on individual topics and that readings often didn't relate to their work. Some students also felt the library workshops were unhelpful. Suggestions for improvement include focusing more on individual projects late in the semester and more instruction on how to draft annotated bibliographies and research proposals. Prospective students interested in history will receive valuable experience doing independent historical research. Prospective students are encouraged to begin readings well ahead of time and have a topic in mind before class begins.

AS.100.201.01
Freshman Seminar: Prostitution in a Global Perspective, 1750-2012
Simone Stewart

Overall quality of the class: 4.06

Summary:
The best aspects of the class included the variety of material in terms of both perspective and format and the open, engaging class discussions. The organization of material felt disjointed and random, with little clear through line in terms of chronology, complexity, or subject matter. Students also felt guidelines and grading criteria for paper were vague, particularly for the first paper. Suggestions for improvement include cutting down slightly on the reading list, giving clearer instruction on assignments, and more contemporary readings. Prospective students will receive a valuable introduction to the history of prostitution. Prior experience reading historiographical papers is recommended but not

required and students should be prepared to allot time to writing assignments and dense historical readings.

AS.100.203.01
Freshman Seminar: From Columbus to Calypso: The Caribbean and the Wider World
Lauren MacDonald

Overall quality of the class: 4.44

Summary:
The best aspects of the class included the knowledgeable, enthusiastic professor and the intellectually stimulating discussions on a topic often overlooked in historical studies. Discussions were not as efficient as they could have been and many students felt they devolved into off-topic conversations centered around a few students. Some students also felt guidance on written assignments was too vague. Suggestions for improvement include shortening student presentations and providing more consistent feedback on student grades and assignments. Prospective students with an interest in history will receive a valuable historical overview of the Caribbean. Prior knowledge of the region is not required to succeed in the class and students should be prepared to allot time to dense weekly readings.

AS.100.211.01
Freshman Seminar: American Slavery
Philip Morgan

Overall quality of the class: 4.17

Summary:
The best aspects of the class included the clear progression of the material and students' abilities and the engaging discussions facilitated by the knowledgeable, patient professor. The 2-and-a-half-hour schedule was ill-fitting for the structure of the class and led to long, dry lectures that were difficult to follow. Some students also felt the breadth of content covered made it difficult to write concise essays. Suggestions for improvement include more even division between lecture and discussion and providing more time to finish readings. Prospective students interested in American history will receive a broad but extensive introduction to the history of slavery and its effects on the U.S. Prospective students should be prepared to allot time to a heavy reading load and weekly writing assignments.

AS.100.214.01
Freshman Seminar: Russia and the West
Jeffrey Brooks

Overall quality of the class: 3.69

Summary:
The best aspects of the class included the in-depth introduction to Russian culture and western and Russian relations and the engaging, knowledgeable, and clearly passionate professor. The two-and-a-half-hour schedule made classes difficult to remain engaged in, a problem compounded by the lack of

images and student interaction during lecture. Students also felt the assigned readings were overwhelming and unreasonable, often reaching 300 pages a week. Suggestions for improvement include more structured lectures, shorter classes, and adjusting the readings to include more historical documents and less novels. Prospective students interested in history or international politics will receive a valuable introduction to Russian history and sociopolitical dynamics. Prospective students should be prepared to allot a significant amount of time to heavy readings and weekly writing assignments.

AS.100.221.01
Freshman Seminar: The Medieval City
Nathan Daniels

Overall quality of the class: 4.64

Summary:
The best aspects of the class included the freedom students had over their projects and the effectiveness and availability of the professor. Students felt the class was difficult to study for due to lecture slides being comprised mainly of images with no context. Students also felt the exams were too open-ended, again making studying difficult. Suggestions for improvement include more detailed notes available to students and replacing the final with another research paper. Prospective students with an interest in medieval history will receive a valuable, in-depth introduction to the development, trends, and daily life of medieval cities. Prior knowledge of European history is recommended but not necessary, however prospective students should have some background in reading and writing historical research papers.

AS.100.254.01
Modern Mexico from the Alamo to El Chapo
Casey Lurtz

Overall quality of the class: 4.42

Summary:
The best aspects of the class included the engaging classroom discussions on a range of topics and the professor's enthusiasm for the subject and ability to weave current events into lessons. The structure of final projects and presentations meant students who presented earlier had less clear expectations and less motivation to remain engaged during class. Students also felt the readings were dry and difficult to relate to class material. Suggestions for improvement include making final presentations and papers due at the end of the semester and providing clear rubrics for assignments. Prospective students interested in history will receive an in-depth introduction to the history and politics of modern Mexico. Prior knowledge of Mexican history is not required to succeed in the class, however students should be prepared to consistently participate in class discussions and presentations. Most students felt a textbook would not significantly improve the course or contextualize the material.

AS.100.257.01
From Voice to Parchment: Media and Communication before the Printing Press,

Jenna Phillips

Overall quality of the class: 4.79

Summary:
The best aspects of the class included the fascinating perspective and the engaging, thoughtful teaching style of the professor. Students felt the course was disorganized, leading to confusion regarding the timeline and overall arc of the topics discussed. Some students also felt lectures were unfocused, making it difficult to know what to take notes of. Suggested improvements include more review sessions and office hours and more direct connections between readings and lectures. Prospective students interested in history will receive a valuable introduction to early and medieval history with a unique perspective. General knowledge of human history is recommended, however prior knowledge of middle history is not required to succeed in the course.

AS.100.282.01-02
Race & Power in Modern South Africa
Elizabeth Thornberry

Overall quality of the class: 4.54

Summary:
The best aspects of the class included the interesting course material, primary sources that effectively contextualize topics, and Professor Thornberry's engaging teaching style. Students felt that expectations on assignments were unclear, particularly in the beginning of the semester. Students also felt that while the TA's were extremely helpful in providing feedback on student papers, they were unprepared to clarify specific questions on the material. Suggestions for improvement include more consistent feedback, prompter grading, and cutting down on some of the readings. Prospective students interested in South African history will receive a thorough, insightful overview of the history of not only South Africa but modern Africa in general. The class is writing intensive, and students should be prepared to allot time to dense readings as well as weekly writing assignments.

AS.100.328.01
Caged America: Policing, Confinement, and Criminality in the "Land of the Free"
Morgan Shahan

Overall quality of the class: 4.88

Summary:
The best aspects of the class included the interesting material and the engaging, open discussions facilitated by the professor. Students felt the power points and lectures provided were disconnected from the rest of class and unhelpful while preparing for papers. Some students also felt readings were disjointed, making it sometimes difficult to pull an overarching theme from the course. Suggestions for improvement include having students prepare discussion classes in advance via blackboard and introducing a greater variety of class activities. Prospective students with an interest in history will receive a valuable overview of the history of law and incarceration in America. Prospective students

should be prepared to allot time for weekly readings and writing assignments and are encouraged to prepare for class discussions well in advance.

AS.100.338.01
Displacement: A History of U.S. Cities from Urban Renewal to Gentrification
Morris Elsmere Speller

Overall quality of the class: 4.30

Summary:
The best aspects of the class included the engaging, real-world material presented in primary sources and tours of Baltimore and the professor's effectiveness and willingness to help students. There was a lack of cohesion of the topics discussed, with class structure changing frequently and students not always understanding how readings tied together. Some students also felt expectations for final papers and projects were unclear. Suggestions for improvement include providing a clearer timeline of what will be discussed in class and spending more time putting readings and discussions in a larger historical context. Prospective students with an interest in history will receive an in-depth, practical introduction to issues facing American cities in general and Baltimore in particular. Prior knowledge of the social and political issues of Baltimore are helpful but not necessary to succeed in the course.

AS.100.348.01
20th-Century China
William Rowe

Overall quality of the class: 3.63

Summary:
The best aspects of the class included the professor's clear knowledge and passion for the subject and the engaging material that includes analysis of specific cultural perspectives and biases. Students felt lectures, while entertaining, were often disorganized and prone to unrelated tangents, leading to the class being far behind schedule much of the time. This disorganization also made it difficult to study for their assignments, as it was difficult to keep track of the multiple perspectives and figure out what material was important to take notes of. Suggestions for improvement include more focused lectures and introducing a midterm or smaller assignments to deemphasize the final exam. Prospective students with an interest in history will receive a valuable overview of modern Chinese history from a variety of perspectives. Prior knowledge of Chinese history is not required but highly recommended to succeed in the course, and students should be prepared to attend all lectures and take detailed notes to avoid falling behind.

AS.100.353.01
Youth and Youth Movements during 20th Century: Germany, Britain, and the U.S.
Hanno Balz

Overall quality of the class: 4.88

Summary:
The best aspects of the class included the knowledge and approachability of the professor, the engaging, interactive lectures, and interesting material approached from multiple perspectives. Some students felt that discussions could sometimes go too far off topic, and that some readings were underdiscussed or superfluous to the in-class material. Suggestions for improvement include making the course less Eurocentric and providing more guidance for final essays. Prospective students with an interest in history will receive a valuable, multifaceted introduction to youth movements and inter-generational conflicts throughout the 20th century. Prior knowledge is not required to succeed in the course and students are highly encouraged to participate as much as possible during class discussions.

AS.100.369.01
Themes and Concepts in Jewish History
Pawel Maciejko

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.100.374.01
Conquest, Conversion, and Language Change in the Middle Ages
Tarner El-leithy

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the intellectually challenging material that encouraged critical thinking and insightful conversations and the knowledgeable, engaging professor. Some students felt there was not enough background given on each region, making it difficult to place material in a proper historical context. Students also felt that grading and essay feedback was slow. Suggestions for improvement include reorganizing readings to be longer with more time between due dates and providing more background information on regions and topics discussed. Prospective students with an interest in history will receive a challenging, multifaceted overview of medieval languages and cultural shifts. Prospective students should have some prior knowledge of medieval history and should be prepared to allot time for long, complex readings.

AS.100.403.01
Law & Custom in Colonial Africa
Elizabeth Thornberry

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the exposure to unfamiliar and challenging primary sources and the opportunity for students to pursue independent research. Some students felt transcribing was challenging and unengaging, providing little insight into their research and distracting from their already

heavy workload. Suggestions for improvement include providing more historical context for material, especially regarding the Tamacha area, courts system and legal terminology. Prospective students should have an interest in history and can expect to receive valuable experience researching and interpreting primary source documents. Prior knowledge is highly recommended and prospective students should be prepared to engage in a fair amount of independent studying, including reading dense legal documents.

AS.100.413.01
London 1580-1830: The History of Britain's capital city
John Marshall

Overall quality of the class: 4.67

Summary:
The best aspects of the class included the approachable, engaging professor and the close-knit seminar structure of the class. Students felt the reading was often overwhelmingly dense and difficult to complete on time. Suggestions for improvement include providing specific questions for students to keep in mind for each reading and introducing a participation evaluation partway through the semester. Prospective students with an interest in British history will receive a valuable overview of the history of London taught by a knowledgeable, highly effective professor. They should be prepared to allot a significant amount of time to readings and should keep in mind that participation accounts for 40% of their grade.

AS.100.494.01
Senior Honors Seminar
Jeffrey Brooks

Overall quality of the class: 3.80

This class had 5 or fewer comments.

AS.100.498.01
History of the Family & Gender in the United States
Toby Ditz

Overall quality of the class: 4.58

Summary:
The best aspects of the class included the engaging discussions fostered by the effective, knowledgeable professor. Some students felt the discussions were sometimes too guided by the professor, preventing in-depth discussions between students. Some students also felt the readings were overly dense and lacked variety. Suggestions for improvement include adjusting the discussion questions to be more complex and appropriate for an upper-level course and allotting more time to discuss the connection to contemporary issues. Prospective students interested in the role of family and gender in American history will receive a valuable overview. A general understanding of gender studies and American history

is recommended but not necessary to succeed in the course, and prospective students should be prepared to critically analyze and discuss all readings and source material.

AS.100.499.01
Film and Propaganda in Nazi Germany
Hanno Balz

Overall quality of the class: 4.88

Summary:
The best aspects of the class included the fascinating yet disturbing source material and the thoughtful discussions and critical thinking fostered by the professor's engaging, knowledgeable teaching style. Many students felt the class size and schedule made it difficult to remain engaged during class and detracted from discussions. Suggestions for improvement include a smaller class size and shorter discussion section. Prospective students interested in history, film, or media will receive a valuable, in-depth introduction to the films and propaganda material of Nazi Germany. Basic knowledge of film studies and Nazi history would be helpful but is not required to succeed in the course.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
HUMANITIES DEPARTMENT

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

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

AS.300.129.01
Capitalism and Tragedy: From the Eighteenth Century to Climate Change (Freshman Seminar)
Leonardo Lisi

Overall quality of the class: 4.57

The best aspects of the class included the diverse readings, interesting class topics, and passionate and engaging teaching style of the professor. The long, once a week schedule often worked to the detriment of the class as students found it difficult to remain alert and active during lectures and discussions, especially in the early part of the semester when the reading material was older and more complex. Suggestions for improvement include switching to a twice a week schedule, taking more time to explain the more complex topics discussed, and allotting more time for discussion. Prospective students with an interest in the humanities or the sociopolitical effects of capitalism will receive a valuable introductory education. Prospective students should be prepared to commit to weekly reading assignments and three essays and are encouraged to approach topics with an open mind.

AS.300.139.01
Introduction to Intellectual History
Paola Marrati

Overall quality of the class: 3.33

Summary:
The best aspects of the class included the even division between discussion and lecture, fascinating topics, and engaging discussions. Many students felt the grading for writing assignments was overly harsh, writing that expectations for assignments were unclear and feedback from the professor and TA was unhelpful. Some students also felt the lectures were disorganized. Suggestions for improvement include clearer instructions on essay style and structure, more engaging writing prompts, and cutting some readings to allow more in-depth discussion. Prospective students with an interest in history and

the humanities will receive a valuable introduction, but should be prepared to allot time to understanding dense historical readings and weekly writing assignments. Some background in the humanities, philosophy, and history is useful but not required to succeed in the class.

AS.300.321.01
Rise of the Modern Short Story
Richard Macksey

Overall quality of the class: 3.88

Summary:
The best aspects of the class included the interesting reading list and relaxed lectures and discussions. Some students felt that lectures were often disorganized and hard to follow, making it difficult to pay attention and participate in class discussions. Students also felt that the grading system was opaque and that there was little feedback from the professor and TA. Suggestions for improvement include a more structured class schedule with a greater emphasis on class discussion and more comprehensive feedback on assignments. Prospective students should be interested in short stories and modern literature and are highly encouraged to participate in class discussions and not fall behind in readings.

AS.300.323.01
Shakespeare and Ibsen
Leonardo Lisi

Overall quality of the class: 4.90

Summary:
The best aspects of the class included the fascinating content and the professor's knowledge of the material and ability to foster deep classroom discussion through challenging the perspectives of students, encouraging them to challenge both each other and the works being discussed. Some students felt the discussions had a tendency to become exclusive to the few students with extensive backgrounds in philosophical terminology, excluding students with less experience. Suggestions for improvement include having fewer plays with longer discussions of each and dividing the first paper into two to give students a clearer sense of grading early on. Prospective students should have an interest in Shakespeare and Ibsen, although no background studying either is required to succeed in the class. Prospective students should be prepared for weekly readings that can often be dense and overwhelming and are highly encouraged to actively participate in class discussion.

AS.300.329.01
Literature of the Everyday
Yi-Ping Ong

Overall quality of the class: 4.40

Summary:

The best aspects of the class included the fascinating readings and the teaching style of Professor Ong, who students described as insightful, considerate, holistically knowledgeable, and extremely engaging during class. Many students, including those accustomed to upper level humanities courses, found the reading load to be unmanageable. Students felt the sheer amount of readings, although all interesting, detracted from their ability to deeply engage with the material. Suggestions for improvement include cutting down slightly on the required readings, slowing down the pace of the class, and adding more assignments for students to have a better understanding of their progress. Prospective students should have an interest in literature and be prepared for a heavy reading load throughout the semester. There is no assumed background for the course, however prior knowledge of modern philosophy, literature, and history would be beneficial.

AS.300.399.01
Cinema and Philosophy
Paola Marrati, Michael McCreary

Overall quality of the class: 3.57

Summary:
The best aspects of the class included the fascinating selection of films and readings and the unique approach to philosophy and film, which students wrote they were later able to apply to multiple other classes. Class was often disorganized, with class assignments, expectations, and even schedules remaining unclear for much of the semester. Some students also felt there was not enough time for discussion, and that Professor Marrati's skill in facilitating class discussions was lacking. Suggestions for improvement include more structured lectures, better pairings between films and assigned readings, a smaller class size, and more engaging discussion sessions. Prospective students with an interest in film studies and philosophy will gain valuable knowledge applicable to a wide range of philosophical and cultural studies. Prospective students are highly encouraged to participate in class discussions and should have some background in philosophy.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
INFORMATION SECURITY INSTITUTE

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

EN.650.401.01
Introduction to Information Security
Xiangyang Li

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.650.601.01
Introduction to Information Security
Xiangyang Li

Overall quality of the class: 4.20

This class had 5 or fewer comments.

EN.650.614.01
Rights In Digital Age
Michael Jacobs

Overall quality of the class: 4.46

Summary:
The best aspects of this course included its comprehensive overview of intellectual property laws, and a knowledgeable professor who was well-versed in both technical and legal issues in the digital age. Some students felt that the class focused too much on legal intricacies instead of information security, and that some of the readings were overly difficult for students with less background in the U.S. legal system. Suggestions for improvement included enhancing the quality of the remote video classes or

taking it offline. Prospective students should expect a considerable amount of reading and have an interest in intellectual property laws.

EN.650.621.01
Critical Infrastructure Protection
Lanier Watkins

Overall quality of the class: 4.13

Summary:
The best aspects of this course included the opportunity to work and learn as a team, and the very insightful and approachable instructor. Some students felt that the questions on their homework assignments were vague, and that the course was too based around self-teaching. Suggestions for improvement included having more lectures and guidance from the professor as well as greater clarity in the homework instructions. Prospective students are advised that they will need to be self-motivated as the class is primarily a semester-long project.

EN.650.655.01
Implementing Effective Information Security Projects
Michael Kociemba

Overall quality of the class: 4.33

Summary:
The best aspects of this course included an instructor who has both industry and academic experience, interesting subject matter and engaging lectures. Some students felt that there was too much content on the lecture slides, and that the readings were sometimes hard to follow. Suggestions for improvement included readings from more consistent sources and more interactive activities during class. Prospective students will find that the course does not require a background in information security, and are advised that there is a substantial amount of reading and writing.

EN.650.656.01
Computer Forensics
Timothy Leschke

Overall quality of the class: 4.20

Summary:
The best aspect of this course was the well-structured, hands-on exercises that enabled students to practice what they were being taught. A number of students felt that some of the topics and tools used were outdated, and that the lectures were a bit dry at times. Suggestions for improvement included updating the forensic tools and operating system to make the course more relevant and adding a student presentation project. Prospective students should expect an intellectually challenging course that provides a good overview of basic forensic methods.

EN.650.658.01
Introduction to Cryptography
Xiangyang Li

Overall quality of the class: 3.92

Summary:
The best aspects of this course included the breadth of topics covered, ranging from the origins of cryptography to recent innovations. Some students felt that the course content was overly theoretical and didn't provide enough practical applications. A few students also felt that the course moved at such a fast pace that it impeded comprehension. Suggestion for improvement included adding more practical coursework, such as programming practice, and reviewing more examples in class. Prospective students should expect an intellectually stimulating course that provides a good introduction to cryptography. A solid background in discrete math is highly recommended.

EN.650.660.01
Software Vulnerability Analysis
Reuben Johnston

Overall quality of the class: 4.49

Summary:
The best aspects of this course included challenging assignments and hands-on labs that were helpful to student's understanding of the subject matter. Some students felt that feedback on their assignments wasn't given to them in a timely manner, and that too much material was covered. Suggestions for improvement included making the class more interactive and adding more variety to the assignments. Prospective students are advised that having a background in C programming is important, and that the course will be useful to anyone interested in a career in security.

EN.650.663.01
Cloud Computing Security
Joel Coffman

Overall quality of the class: 4.55

Summary:
The best aspects of this course included assignment and weekly quizzes that were effective at reinforcing the concepts learned in the readings and lectures, and an instructor who was able to make the more challenging material comprehensible. Some students felt that deducting points for typos and grammatical errors on their technical reports was unfair to non-native English speakers. Suggestions for improvement included increasing the amount of time for student presentations and providing clearer explanations of assignments in terms of implementation. Prospective students will find that this course provides a solid introduction to cloud computing, and are advised that they should be prepared to spend time on the readings.

EN.650.672.01
Security Analytics
Song Luo

Overall quality of the class: 4.47

This class had 5 or fewer comments.

EN.650.681.01
Global Cybersecurity Trends and Practices
Terry Thompson

Overall quality of the class: 4.87

This class had 5 or fewer comments.

EN.650.836.01
Information Security Projects
Anton Dahbura

Overall quality of the class: 3.98

Summary:
The best aspects of this course were the guest speakers from respected companies in the industry whom were both informative and presented students with the opportunity to do some professional networking. Some students felt that the guest lectures given were hit or miss in terms of engagement. Suggestions for improvement included allowing more time for students to speak to guest lecturers and to select speakers more relevant to international students. Prospective students will find that this course offers them a great opportunity to meet industry leaders and possibly find an internship or full-time job.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
INTERDEPARTMENTAL

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

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

AS.360.105.01
Intro to Hopkins: Arrive & Thrive
Karen Desser

Overall quality of the class: 4.42

Summary:
The best aspects of this course included an approachable instructor and the light workload which students found appropriate for this type of class. Negative feedback was limited. Suggestions for improvement included a shorter class time, more interactive projects and expanded content. Prospective students should expect a fun, relaxing class that eases that transition from high school to college.

AS.360.105.02
Intro to Hopkins: Arrive & Thrive
Aaron Rutledge, Omar Simpson

Overall quality of the class: 4.67

Summary:
The best aspects of this course included interactive classes and enlightening discussions. Some students felt that the two-hour class time seemed long. A few assignments were judged to be superfluous. Suggestions for improvement included changing the final project to an essay and meeting twice a week instead of once. This class serves as a good introduction to the resources available at Johns Hopkins University. It is recommended for all new students.

AS.360.105.03
Intro to Hopkins: Arrive & Thrive

Malissa Rivera

Overall quality of the class: 4.54

Summary:
The best aspects of this course included meeting new students in a discussion-based format and learning about the resources available at JHU. Negative feedback was limited. Suggestions for improvement included breaking into smaller groups for discussion sessions. The course is an excellent introduction to academic life (and more) at Johns Hopkins University and is recommended for all incoming students.

AS.360.105.04
Intro to Hopkins: Arrive & Thrive
Jonathan Kindred

Overall quality of the class: 4.38

Summary:
The best aspects of this course included the instructor's helpfulness, the discussion-based format and the useful and relevant information. There were very few complaints about this course however some students did feel that it could be repetitive at times. Suggestions for improvement included providing an expanded list of resources and having more alumni as guest speakers. This course serves as a useful transition to college life for incoming students.

AS.360.105.05
Intro to Hopkins: Arrive & Thrive
Kathleen Sindt

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the instructor's helpfulness, useful content and light workload. Some students felt that the two hours was overly long for the class. Suggestions for improvement included holding a session on study habits and shortening the class. The course serves as a good introduction to the resources available to Hopkins students.

AS.360.105.06
Intro to Hopkins: Arrive & Thrive
Patrick Trujillo

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the focus on putting together a four-year plan, the relaxed atmosphere, and the small class size. The two-hour length for the class came received some criticism.

Suggestions for improvement included shifting to a one-hour class format. Prospective students should expect an interesting and valuable course that helps prepare them for the next four years.

AS.360.111.03
Special Opportunities in Undergraduate Learning Tutorials
Catherine Freddo

Overall quality of the class: 4.60

This class had 5 or fewer comments.

AS.360.111.07
Special Opportunities in Undergraduate Learning Tutorials
Seļka Kumral

Overall quality of the class: 4.17

This class had 5 or fewer comments.

AS.360.111.08
Special Opportunities in Undergraduate Learning Tutorials
John Allen

Overall quality of the class: 4.07

Summary:
The best aspects of this course included the professor's helpfulness, the opportunities to practice public speaking and observe other speakers, and the small class size. Some students felt that the workload was extremely heavy for a one-credit course. Suggestions for improvement included moving to a two-hour format, reducing homework assignments and adding information about rhetorical techniques. Prospective students should expect to give several speeches during the semester.

AS.360.111.10
Special Opportunities in Undergraduate Learning Tutorials
Francesco Brenna

Overall quality of the class: 4.20

This class had 5 or fewer comments.

AS.360.111.11
Special Opportunities in Undergraduate Learning Tutorials
Heidi Herr

Overall quality of the class: 4.75

This class had 5 or fewer comments.

AS.360.111.12
Special Opportunities in Undergraduate Learning Tutorials
Svetlana Pinet

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the interesting subject matter and the hands-on nature of the material. Some students felt that the class was overly long. Suggestions for improvement included clearer directions for the hands-on activities. Some familiarity with MATLAB is helpful, though not required.

AS.360.111.13
Special Opportunities in Undergraduate Learning Tutorials
Shannon Robinson

Overall quality of the class: 4.29

This class had 5 or fewer comments.

AS.360.111.18
Special Opportunities in Undergraduate Learning Tutorials
Swayam Bagaria

Overall quality of the class: 4.11

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, interesting content, and engaging lectures. Negative feedback was limited. Suggestions for improvement included providing a more structured syllabus and clearer guidelines on the final project. Prospective students should expect an intellectually challenging SOUL class that requires a significant reading component.

AS.360.111.21
Special Opportunities in Undergraduate Learning Tutorials
Laurel Poolman

Overall quality of the class: 3.80

This class had 5 or fewer comments.

AS.360.111.24
Special Opportunities in Undergraduate Learning Tutorials
Amelia Noor-Oshiro

Overall quality of the class: 4.25

This class had 5 or fewer comments.

AS.360.133.01
Freshman Seminar: Great Books at Hopkins
Elizabeth Patton

Overall quality of the class: 4.10

Summary:
The best aspects of this course included the professor's insightfulness, the guest lectures, and the wide variety of interesting subjects. Students also praised the group discussions and the small class size. Negative feedback included the heavy workload. Suggestions for improvement included fewer reading assignments which students felt would enable the class to fully explore the material. Prospective students should expect an intellectually rigorous survey course with a significant reading and writing component. The insightful feedback on writing assignments will prove beneficial for other classes.

AS.360.133.02
Freshman Seminar: Great Books at Hopkins
Andrew Daniel

Overall quality of the class: 4.67

Summary:
The best aspects of this course included the professor's knowledge and enthusiasm, stimulating subject matter, and engaging discussions. Negative feedback was the heavy reading workload. Suggestions for improvement included making the lectures more interactive, though many students enjoyed the course as it is currently structured. Prospective students should expect an intellectually challenging, reading-dependent course that requires a significant time commitment.

AS.360.133.03
Freshman Seminar: Great Books at Hopkins
William Egginton

Overall quality of the class: 4.40

Summary:

The best aspects of this course included the professor's knowledge and engagement, varied subject matter, and thought-provoking discussions. The top challenge for the course was the heavy workload. Suggestions for improvement included a more balanced reading schedule. Some reading assignments had a quicker turnaround time than others. Prospective students should expect an intellectually stimulating course that requires a significant reading component.

AS.360.133.04
Freshman Seminar: Great Books at Hopkins
Susan Weiss

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the professor's knowledge and attentiveness, compelling subject matter and engaging group discussions. Some students felt that lectures could be uninteresting at times and the fast-paced nature of the course hindered more in-depth discussions of the material. Suggestions for improvement included fewer reading assignments. Prospective students should expect a reading-heavy, discussion-based literature course.

AS.360.147.01.
Freshmen Seminar: Adam Smith and Karl Marx
Peter Jelavich, Erica Schoenberger

Overall quality of the class: 4.21

Summary:
The best aspects of this course included the professors' knowledge and engagement, interesting subject matter and stimulating class discussions. Negative feedback included the heavy reading workload. To improve the class, some students suggested providing more time to write the essays, relating the content to contemporary times, and reducing the number of readings, if only slightly. Prospective students should expect an intellectually challenging course focused on two key historical figures. Be advised there is a heavy reading and writing workload.

AS.360.247.01
Introduction to Social Policy: Baltimore and Beyond
Kathryn Edin, Barbara Morgan, Vesla Weaver

Overall quality of the class: 4.42

Summary:
The best aspects of this course included the professors' knowledge and engagement, compelling and relevant material, and stimulating discussions. Negative feedback included the heavy reading workload, confusing Memo assignments at times, and ambiguous grading. To improve the class, some students suggested reducing the readings, allowing more time for Memo assignments, staggering due dates for reading and writing assignments, and providing greater transparency on grading. A smaller class size

would also be helpful. Prospective students should expect an intellectually demanding, multi-disciplinary course with a heavy reading and writing component. Excellent time-management skills are essential. In addition, this is not a traditional "intro" course but closer to an upper-level survey class.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
MATERIALS SCIENCE AND ENGINEERING

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

EN.510.106.01
Foundations of Materials Science & Engineering
Jonah Erlebacher

Overall quality of the class: 4.06

Summary:

The best aspects of the class included the professor's knowledge and enthusiasm, compelling subject matter and guest lectures. The course serves as an excellent introduction to an important subject. Some students felt that the lectures were hard to follow at times and the subjects discussed weren't applicable to the homework or the tests. Some students commented that practice problems should be discussed in class. To improve the class, participants suggested posting lecture notes in Blackboard and prior to class, using PowerPoint instead of handwritten notes during lectures, and greater correlation between class notes and problem sets. Prospective students should expect to attend the lectures and stay current with homework to succeed at this class. No previous background in materials science is required, though knowledge of differential calculus and chemistry is beneficial.

EN.510.135.01
MSE Design Team I
Orla Wilson

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.510.235.01
MSE Design Team I
Orla Wilson

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.510.311.01
Structure of Materials
Anthony Shoji Hall

Overall quality of the class: 2.25

Summary:

The best aspects of this course included the interesting subject matter and a sense of teamwork among the students. Some students felt that the lectures were disorganized and explanations about the material were confusing. Recommendations for improvement included performing problems in class, using a different textbook and clearer PowerPoint presentations. Prospective students should be advised that this class is a cumulative course, with earlier concepts setting the foundation for later ones.

EN.510.313.01
Mechanical Properties of Materials
Timothy Weihs

Overall quality of the class: 3.67

Summary:

The best aspects of this course included the support provided by the professor and the TAs, the interactive learning experience and engaging material. Negative feedback included the flipped classroom format and unclear or confusing lecture notes. To improve the class, students suggested devoting more time to structured lectures rather than just problem-solving and providing clearer lecture notes, including handouts. Prospective students should expect a difficult course focused heavily on solving complex problems. It is recommended that students attend the review sessions.

EN.510.315.01
Physical Chemistry of Materials II
Timothy Mueller

Overall quality of the class: 4.69

Summary:

The best aspects of this course included the professor's knowledge and engagement with students, well-organized lectures that elucidated difficult material, and a helpful and approachable TA. Some students felt that more time should be allotted to solving example problems in class. This was the main

suggestion for improving the class. Prospective students should expect a challenging, homework-dependent, equation-heavy course. To gain a fuller understanding of the material, students should be prepared to ask questions during lectures.

EN.510.335.01
MSE Design Team I
Hai-Quan Mao, Orla Wilson

Overall quality of the class: 4.25

This class had 5 or fewer comments.

EN.510.403.01
Materials Characterization
Patricia McGuiggan

Overall quality of the class: 4.68

Summary:

The best aspects of this course included the professor's knowledge and passion, hands-on learning, and interesting subject matter. Negative feedback included the wide range of material covered and the weekly quizzes. To improve the course, some students suggested adding a study guide and reducing the frequency of quizzes. Prospective students should expect an intense, hands-on learning experience with real-world applications.

EN.510.407.01
Biomaterials II: Host Response and Biomaterials Applications
Luo Gu, Hai-Quan Mao

Overall quality of the class: 4.30

Summary:

The best aspects of this course included interesting and exciting subject matter with real-world applications, engaging and well-organized lectures, and the many guest speakers. Some students felt that too much material was covered, the lectures didn't adequately prepare them for the midterm, and the course seemed disorganized at times. Suggestions for improvement included more homework and exams, aligning the lectures with the exam, and better communications regarding grades and student expectations. Prospective students should be advised that effective time management is required to excel in this course. A solid understanding of Biomaterials I is essential.

EN.510.428.01-02
Material Science Laboratory I

Orla Wilson

Overall quality of the class: 4.18

Summary:

The best aspects of this course included the experiments in the lab and the hands-on nature of the class. Some students felt information regarding grades and expectations could have been clearer. The subjects covered in lectures often weren't correlated to the work performed in the lab. The length of the lab reports—especially their time-consuming nature—was also considered onerous. Suggestions for improvement included providing examples of well-written lab reports, better instruction on how each piece of lab equipment works, and posting all lecture and lab materials on Blackboard. Prospective students should be advised that lab reports comprise a large percentage of the final grade and that they require a significant time commitment.

EN.510.433.01
Senior Design Research
Orla Wilson

Overall quality of the class: 4.25

This class had 5 or fewer comments.

EN.510.438.01
Biomaterials Senior Design I
Orla Wilson

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.510.440.01
Nanomaterials Senior Design I
Orla Wilson

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.510.442.01
Nanomaterials Lab
Patricia Mcguiggan

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.510.444.01
MSE Bone Marrow Design Team
Orla Wilson

Overall quality of the class: 5.00

This class had 5 or fewer comments.

EN.510.445.01
MSE Design Team II
Hai-Quan Mao, Orla Wilson

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.510.447.01
MSE Design Team Leader
Orla Wilson

Overall quality of the class: 4.75

This class had 5 or fewer comments.

EN.510.601.01
Structure of Materials
Chen Mingwei

Overall quality of the class: 3.43

Summary:

The best aspects of this course included the wide range of subject matter covered. Some students found the class disorganized and the lectures too heavily dependent on PowerPoint. A few students also felt that the exams were unnecessarily difficult. Suggestions for improvement included increased homework assignments, better use of Blackboard, expanded use of examples in lectures, and overall, a more organized approach to the course materials. Prospective students should expect to stay current with readings and have a strong background in Materials Science.

EN.510.602.01

Thermodynamics of Materials
Michael Falk

Overall quality of the class: 4.20

Summary:

The best aspects of this course included the professor's knowledge and thoroughness, the in-depth nature of the materials, and the video lectures, which enabled students to better prepare for class. Some students felt that the homework assignments were excessive and that the in-class material sometimes duplicated the content in the video lectures. Suggestions for improvement included reducing the number of homework assignments and increasing the amount of lecture time during classes. Prospective students should expect an in-depth examination of a challenging subject that features frequent homework and reading assignments. A background in thermodynamics is considered beneficial.

EN.510.605.01
Electrical, Optical and Magnetic Properties of Materials
James Spicer

Overall quality of the class: 3.94

Summary:

The best aspects of this course included the challenging and interesting subject matter as well as the wide range of material covered. Some students felt that classes were too focused on solving complex math problems. Taking a more discussion-based lecture approach would enhance participation and comprehension. Suggestions for improvement included providing answers to homework assignments, reducing the amount of time spent in class on derivations, and adding a greater interactive element to the classes. Prospective students should expect an intense, math-heavy approach to the subject. A familiarity with quantum mechanics and vector calculus is recommended.

EN.510.607.01
Biomaterials II: Host Response and Biomaterials Applications
Luo Gu, Hai-Quan Mao

Overall quality of the class: 4.54

Summary:

The best aspects of this course included the professor's expertise, the wide range of topics covered, and the guest speakers. Negative feedback included the difficulty of the homework and final exam. Suggestions for improvement included providing more in-depth discussions on specific subjects, and focusing less on memorization and more on the understanding of the concepts covered. This course is recommended for students with a prior knowledge of biomaterials.

EN.510.614.01
Macromolecular Drug Carriers
Margarita Herrera-Alonso

Overall quality of the class: 4.23

Summary:

The best aspects of this course included the professor's enthusiasm and thoroughness and the interesting topics presented. A few students were disappointed with the drug delivery section of the course. Suggestions for improvement included adding more lectures and reducing student presentations in the second half of the course. Prospective students should have an understanding of organic chemistry prior to taking this class.

EN.510.701.01
Three-Dimensional Microstructural Characterization of Materials
Todd Hufnagel

Overall quality of the class: 3.50

This class had 5 or fewer comments.

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

AS.110.105.01-09
Introduction to Calculus
Tslil Clingman

Overall quality of the class: 3.17

Summary:
The best aspects of the class included the small class size, enthusiastic professor, and open environment that encouraged questions and discussion. Some students felt the pace of the class was too fast for those who hadn't studied math in a while and that homework was confusingly worded. Suggestions for improvement include more structured classes and more opportunities to practice in class. Prospective students will receive a valuable introduction to calculus. No prior knowledge is assumed; however, students should be prepared to allot a significant amount of time to completing weekly homework assignments.

AS.110.106.01
Calculus I (Biology and Social Sciences)
Richard Brown

Overall quality of the class: 3.62

Summary:
The best aspects of the class included the knowledgeable, enthusiastic professor and even pacing of the subject matter. Students agreed that the professor tended to devote too much class time to theory and proofs, leaving little time to go over practical applications. Some students also felt the homework problems were not comparable to the in-class material, leaving them unprepared for exams. Suggestions for improvement include more in-class example problems, more interactive TA sections, and more structured lectures. Prospective students will receive a valuable, in-depth introduction to calculus that will be essential in their later studies. A basic understanding of calculus is recommended

but not required to succeed in the class, and students should be prepared to allot a significant amount of time to weekly problem sets.

AS.110.107.01-4
Calculus II (For Biological and Social Sciences)
Xudong Zheng

Overall quality of the class: 3.84

Summary:
The best aspects of the class included the breadth of topics covered, the effectiveness of the homework and study material, and the knowledgeable, engaging professor. Students agreed that the broad range of material covered made it difficult to follow lectures week to week, making it easy to get lost. Some students also felt the lectures focused too much on theory rather than application. Suggestions for improvement include clarifying how topics relate to one another and providing more in-class example questions. Prospective students should have an interest in mathematics and will receive a valuable introduction to advanced calculus as well as a broad range of relevant mathematical principles. Students should have a general understanding of calculus and should be prepared to allot time to completing weekly problem sets.

AS.110.108.01-02; AS.110.108.04-05
Calculus I
Liming Sun

Overall quality of the class: 3.70

Summary:
The best aspects of the class included the well-organized content, relevant homework assignments, and engaging, approachable professor. Students felt that lectures often moved too quickly through difficult concepts and lacked practical examples of theories discussed. Some students also felt that the TA sections were not very helpful in explaining the material. Suggestions for improvement include more opportunities to practice, more communication between the professor and TAs, and incorporating review sessions. Prospective students will receive a valuable introduction to calculus theories that are essential to a broad range of studies. A general understanding of calculus is helpful but not required to succeed in the class, and prospective students should be prepared to allot time to completing weekly problem sets.

AS.110.109.01-02; AS.110.109.04-09
Calculus II (For Physical Sciences and Engineering)
Yi Wang

Overall quality of the class: 3.23

Summary:
The best aspects of the class included the fair grading system, straightforward progression in course

material, and multiple resources including TA sections and PILOT. Students agreed that lectures were too fast paced and confusingly structured, making them not at all helpful in understanding the material. Suggestions for improvement include going over more problems in class, restructuring lectures to be more engaging, and providing more feedback on student work. Prospective students will receive a valuable introduction to a broad range of mathematical concepts that will be essential to later studies. A background in calculus is recommended to succeed in the class, and students should be prepared to allot time to weekly problem sets and multiple quizzes and exams.

AS.110.201.01-06
Linear Algebra
Joel Specter

Overall quality of the class: 2.73

Summary:
The best aspects of the class included the fair grading, multiple opportunities to practice and study the material, and the professor's openness to critique and availability during office hours. Some students felt that the professor's lectures were disorganized, overly-theoretical, and at times not helpful in understanding the material. Suggestions for improvement include restructuring lectures to be more organized and relevant to the rest of the course, going over more examples in class, and restructuring exams. Prospective students will receive a valuable introduction to linear algebra. A solid background in mathematics, particularly calculus, is necessary to succeed in the course, and prospective students are highly encouraged to take advantage of PILOT, review sessions, and TA sections.

AS.110.202.01-12
Calculus III
James Murphy

Overall quality of the class: 3.94

Summary:
The best aspects of the class included the manageable, relevant workload, interesting material, and engaging teaching style of the professor. Students felt the grading policy was unclear and made it difficult to prepare for assignments and exams. Some students also felt the lectures focused too heavily on theory, making it difficult to apply lessons to problem sets. Suggestions for improvement include presenting more in-class examples and clarifying the grading expectations. Prospective students with an interest in mathematics will receive a valuable overview of advanced calculus principles that will be essential to a broad range of studies. A solid mathematics background is necessary to succeed in the class, and prospective students should be prepared to allot time to weekly problem sets and challenging theoretical concepts.

AS.110.212.01
Honors Linear Algebra
Stefano Vigogna

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the knowledgeable professor and introduction to intellectually challenging theories. Students felt the lectures were unengaging and often rushed, making it easy to fall behind in class. Students also agreed there was a lack of feedback on their work, making it difficult to gauge their understanding of the topics covered. Suggestions for improvement include more comprehensive feedback and allotting more time to go over examples in class. Prospective students will receive a valuable introduction to linear algebra and how to think through and write out proofs. A solid background in mathematics is recommended for succeeding in the course, and prospective students should be prepared to engage with challenging theoretical material.

AS.110.302.01-09
Differential Equations and Applications
Jonas Luehrmann

Overall quality of the class: 4.45

Summary:
The best aspects of the class included the well-organized class material and the knowledgeable, enthusiastic professor. Students felt there was a lack of material to study with out of class, making it difficult to prepare for exams. Some students also felt that the homework was tedious and not particularly helpful in understanding the material. Suggestions for improvement include adding review sessions before exams, providing more comprehensive study guides, and restructuring homework to be shorter and more challenging. Prospective students should have an interest in mathematics and will receive a valuable introduction to a broad range of applicable concepts. A strong background in mathematics, particularly linear algebra, is highly recommended to succeed in the class.

AS.110.304.01
Elementary Number Theory
Jian Kong

Overall quality of the class: 3.47

Summary:
The best aspects of the class included the well-organized lectures, engaging material, and the availability of the professor during office hours. Students agreed that the professor tended to rush through difficult concepts, making it difficult to keep up and retain all the concepts that need to be memorized for exams. Suggestions for improvement include a supplementary textbook, slower lectures, and more class interaction. Prospective students with an interest in mathematics will receive a valuable, challenging introduction to the theory behind and applications of number theory. A strong mathematical background is necessary to succeed in the class, and prospective students are highly encouraged to attend all lectures to avoid falling behind.

AS.110.311.01

Methods of Complex Analysis
Hang Xu

Overall quality of the class: 4.09

Summary:
The best aspects of the class included the interesting, complex topic and the knowledgeable, engaging professor. Students felt the pacing of the class was uneven, at times moving too slow through simple concepts and speeding through difficult material. Suggestions for improvement include adding more study material including practice problems and study guides and changing the course from twice a week to three times a week. Prospective students with an interest in complex analysis will receive a valuable, theory-heavy introduction to the topic. A solid background in mathematics, particularly up to Calculus III, is required to succeed in the class, and prospective students are highly encouraged to study the textbook.

AS.110.401.01
Advanced Algebra I
David Savitt

Overall quality of the class: 4.36

Summary:
The best aspects of the class included the engaging professor and interesting material which students found relevant to a broad range of mathematical concepts. Students felt the 75-minute schedule was ill-suited to the material, making it difficult to remain focused throughout lectures and retain information between classes. Some students also felt the pace of the class was too fast, particularly in the second half of the semester. Suggestions for improvement include switching to a shorter, more frequent schedule and reorganizing problem sets to be shorter and more challenging. Prospective students should have an interest in advanced mathematics and will receive a valuable introduction to advanced algebraic theories and proofs. A solid background in mathematics is required to succeed in the class, and prospective students should be prepared to allot a significant amount of time to studying and completing weekly problem sets.

AS.110.405.01
Analysis I
Hang Xu

Overall quality of the class: 3.93

Summary:
The best aspects of the class included the interesting material and the knowledgeable, approachable professor. Students felt the TA sections were too focused on homework review and not helpful in understanding key concepts. Some students also felt the textbook was confusing and unhelpful. Suggestions for improvement include adding more midterms, slowing the pace of the class, and using sections for review. Prospective students with an interest in advanced mathematics will receive a

valuable, challenging introduction to analysis. A solid background in calculus is highly recommended for succeeding in the class, and prospective students should be comfortable with writing proofs.

AS.110.407.01
Honors Complex Analysis
Jacob Bernstein

Overall quality of the class: 4.00

This class had 5 or fewer comments.

AS.110.411.01
Honors Algebra I
Emily Riehl

Overall quality of the class: 5.00

Summary:
The best aspects of the class included the intellectually stimulating course material and the engaging, enthusiastic teaching style of the professor. Students agreed that TA sections were unproductive and unhelpful in understanding key concepts. Suggestions for improvement include replacing the textbook, including more discussions, and using sections to go over homework. Prospective students interested in advanced mathematics will receive a valuable introduction to a broad range of concepts and theories in algebra. A solid background in proofs is crucial to succeeding in the class.

AS.110.415.01
Honors Analysis I
Christopher Sogge

Overall quality of the class: 4.19

Summary:
The best aspects of the class included the interesting topic, well-executed lectures, and clear, comprehensive textbook. Students felt the grading system was unclear and relied too heavily on a small number of exams. Some students also felt it was difficult to follow the professor's proofs, particularly in the early half of the semester. Suggestions for improvement include changing to a three-day schedule and providing more study material for exams. Prospective students with an interest in mathematics will receive a valuable introduction to an intellectually challenging subject. Prospective students should possess a solid background in mathematics and be comfortable writing proofs.

AS.110.439.01
Introduction to Differential Geometry
Jack Morava

Overall quality of the class: 4.06

Summary:
The best aspects of the class included the engaging and widely applicable material and the knowledgeable, engaging professor. Students felt the progression of the course was unclear, making it difficult to know what to study. Some students also felt the professor was somewhat disorganized and that there was a lack of feedback on student work. Suggestions for improvement include assigning more proofs, reorganizing lectures, and providing a textbook. Prospective students with an interest in mathematics and physics will receive a valuable introduction to broadly applicable concepts. Prospective students should have a solid background in mathematics and should be prepared to engage with highly theoretical material.

AS.110.441.01
Calculus on Manifolds
Jack Morava

Overall quality of the class: 4.44

This class had 5 or fewer comments.

AS.110.601.01
Algebra
Emily Riehl

Overall quality of the class: 4.87

Summary:
The best aspects of the class included the effective textbook and homework assignments and the professor's engaging, enthusiastic approach to the material. Some students felt the lectures sometimes moved too quickly through difficult concepts. Suggestions for improvement include scheduling the course later in the day, introducing review sessions, and slowing the pace of lectures for the more complex topics. Prospective students with an interest in advanced algebra will receive an in-depth introduction to a range of intellectually challenging concepts. A solid understanding of algebra is crucial to succeeding in the course.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
MECHANICAL ENGINEERING

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

EN.530.111.01
Intro to MechE Design and CAD
Steven Marra

Overall quality of the class: 4.16

Summary:
The best aspects of this course included the opportunity to receive a hands-on introduction to engineering and design software, and an engaging final project that enabled students to apply the material they had learned. Students also enjoyed learning to read and create CAD drawings. Some students felt that the workload was too heavy for a 2-credit course, and that some of the topics were redundant to students who had previous experience with the material. Suggestions for improvement included dedicating more class time to learning to design in CAD, and assigning shorter homework assignments. Prospective students should expect to spend a good deal of time working on their homework assignments, but are assured that the course offers a great introduction to mechanical engineering.

EN.530.115.01-02, 05
MechE Freshman Lab I
Steven Marra

Overall quality of the class: 4.26

Summary:
The best aspects of this course included the hands-on experience using engineering tools, and the helpful application of the material learned in *Intro to MechE Design and CAD*. Some students felt that the design project was too time consuming. Suggestions for improvement included either increasing the time spent working on the design project in the lab or assigning a shorter design project. Prospective students are advised that all lab work must be completed during the lab period.

EN.530.123.01
Introduction to Mechanics I
John Thomas

Overall quality of the class: 4.61

Summary:
The best aspects of this course included engaging lectures which showed the applications of the material being taught through situational examples, and the enthusiastic and knowledgeable professor. Some students felt that the course content was spread too thinly across the semester, and that the lectures sometimes deviated from the material assigned as homework. Suggestions for improvement shortening the class periods, and making the lectures better organized. Prospective students are advised that they should have some familiarity with physics, and to be sure to pay attention during lectures.

EN.530.201.01, 03-06
Statics and Mechanics of Materials
Rachel Sangree

Overall quality of the class: 4.14

Summary:
The best aspects of this course included clear lectures, relevant homework assignments, and an approachable instructor who was always willing to answer questions during office hours. Some students felt that the pace of the course was too slow and too much time was spent on reviewing material early in the semester. A few students also felt that the lab reports could be overly time consuming. Suggestions for improvement included moving at a faster pace so that more time could be spent on the complex material at the end of the semester. Prospective students are advised to use the practice problems in the textbook and make use of office hours if they have questions.

EN.530.231.01
Mechanical Engineering Thermodynamics
Joseph Katz

Overall quality of the class: 4.16

Summary:
The best aspects of this course included the interesting and intellectually challenging subject matter, and a knowledgeable professor who frequently made himself available to answer student's questions. Some students felt that the classroom was too small to accommodate attendees, and that the material on the exams was significantly harder than that covered in class. Suggestions for improvement included reducing the weight of the final exam and aligning the class and homework with exam questions. Prospective students are advised that this is a very difficult course and that the best way to succeed is to perform the practice problems found in the textbook.

EN.530.232.01
Mechanical Engineering Thermodynamics Laboratory
Steven Marra

Overall quality of the class: 3.88

Summary:
The best aspects of this course included interesting lab topics, gaining valuable hands-on lab experience and learning the process of writing professional lab reports. Some students felt that writing lab reports could be tedious, and that the workload was heavy for a 1-credit course. Suggestions for improvement included having the labs rely less heavily on data processing and making them more hands-on. Students also thought there could have been more reasonable expectations regarding the lab reports. Prospective students are advised to not procrastinate on their lab reports and to begin them as soon as the lab is completed. Be advised that the course has a larger-than-average workload for a 1-credit course.

EN.530.254.01
Manufacturing Engineering
Yury Ronzhes

Overall quality of the class: 3.36

Summary:
The best aspects of this course included interesting course content that increased students' general knowledge of manufacturing processes, and hands-on laboratories that complimented the material taught in class. Students also enjoyed their visit to the General Motors plant. Some students felt that the course was disorganized, citing ambiguous and inconsistent instructions for the lab report assignments. Suggestions for improvement included updating the lab materials and coordinating with the machine shop so that lab guidelines are more consistent. Prospective students should know that using their textbook to follow along with the material taught in class will be very beneficial to their success.

EN.530.327.01
Introduction to Fluid Mechanics
David Kraemer

Overall quality of the class: 4.24

Summary:
The best aspects of this course included the interesting subject matter and an expert instructor who was able to communicate ideas in an understandable manner. Some students felt that the feedback on their homework assignments was less than helpful, and that the course became very difficult towards the end of the semester. Suggestions for improvement included having more review sessions before the exams and covering more material throughout the semester. Prospective students are advised that the course is very challenging but ultimately very rewarding.

EN.530.329.01
Introduction to Fluid Mechanics Laboratory
Steven Marra

Overall quality of the class: 4.14

Summary:
The best aspects of this course included the hands-on experiments and lab report assignments which helped to develop deeper understanding of the concepts explored in *Introduction to Fluid Mechanics*. Some students felt that the labs could have been better aligned with the material covered in the lecture course, and that the lab reports were at times tedious. Suggestions for improvement included providing more background information for labs that concern concepts not yet covered in the lecture course. Students also felt that the lab reports could be graded less harshly, and that the grade should be focused more on the content rather than the formatting. Prospective students are advised that they should not procrastinate in starting their lab reports as they can be quite time consuming.

EN.530.352.01
Materials Selection
Sung Hoon Kang

Overall quality of the class: 3.33

Summary:
The best aspects of this course included interesting course material, and the design projects that were helpful in demonstrating course concepts. Some students felt that the lectures covered too much information and didn't seem to align with the material being tested on the exams. A few students also felt that the material covered was too theoretical at times, making it less relevant to engineers more interested in practicality. Suggestions for improvement included giving more in-depth coverage to fewer topics, possibly concentrating more on real-world applications of the material. Prospective students should brush up on their understanding of materials chemistry and are advised that both textbooks are necessary to succeed.

EN.530.403.01-02, 05-06, 08, 10, 12
MechE Senior Design Project I
Soraya Bailey, Nathan Scott

Overall quality of the class: 4.24

Summary:
The best aspects of this course included working with a team on a semester-long project and using three years of engineering knowledge to solve real-world problems. Some students felt that the workload was too heavy for a 4-credit class. A few students also felt that there seemed to be a lack of communication between the senior design staff, the sponsors and the design teams. Suggestions for improvement included providing clearer expectations regarding goals and grading and making the course worth more

credits. Prospective students should expect an intellectually demanding, work-intensive, project-based course that requires a significant time commitment. Avoid procrastination at all costs.

EN.530.403.04, 09, 11
MechE Senior Design Project I
Nathan Scott

Overall quality of the class: 3.81

This class had 5 or fewer comments.

EN.530.410.01
Biomechanics of the Cell
Sean Sun

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the intellectually challenging and interesting subject matter, and the broad applications of the ideas presented. Some students felt that the lecture notes were difficult to study and that the lectures themselves felt vaguely structured. Suggestions for improvement included covering more example problems in class and adding a textbook to compliment the lecture material. Prospective students should be prepared to do more math than might be expected, and not to give up too early in the semester as the ideas presented do come together by the end.

EN.530.414.01-03
Computer-Aided Design
Dan Stoianovici

Overall quality of the class: 4.56

Summary:
The best aspects of this course included myriad applications of the material presented, thorough instruction that formed a good basis for learning a variety of CAD software, and hands-on nature of the assignments. Some students felt that the homework assignments could be overly time-consuming, which would sometimes be exacerbated by frequent software bugs. Suggestions for improvement included switching the software focus from Creo to SolidWorks and providing troubleshooting documentation to the students. Students also suggested increasing the number of TAs and expanding office hours. Prospective students are advised that this course can be incredibly time-consuming, so they may want to plan their course load accordingly.

EN.530.418.01
Aerospace Structures & Materials
Thomas Dragone

Overall quality of the class: 4.38

Summary:
The best aspects of this course included the professor's expertise and enthusiasm, interesting and relevant subject matter, and engaging lectures. Some students felt that only having a single lecture per week wasn't enough and that the video lectures provided in lieu of a second session were unengaging at times and suffered from technical difficulties. A few students also felt that doing homework in Excel was a strange choice and would have preferred individual assignments rather than group ones. Suggestions for improvement included having more in-person class sessions and providing a TA from the very beginning of the course. Prospective students should expect an intellectually demanding, work-intensive course that requires effective time management skills. Be advised to stay current with the homework and video lectures.

EN.530.420.01-08
Robot Sensors/Actuators
David Kraemer

Overall quality of the class: 4.45

Summary:
The best aspects of this course included the professor's knowledge and engagement, useful material and hands-on learning. Some students felt that grading on lab reports could be unduly harsh, lectures were sometimes unengaging, and the final project wasn't weighted heavily enough. Suggestions for improvement included providing more practice problems and giving more guidance on exam content. Prospective students should expect an intellectually stimulating, hands-on course with a manageable workload. Some familiarity with circuits and programming will prove beneficial.

EN.530.424.01
Dynamics of Robots and Spacecraft
Jin Kim

Overall quality of the class: 4.25

Summary:
The best aspects of this course included the professor's approachability, interesting material and manageable workload. Some students felt that lectures could be dense and hard to follow at times. Suggestions for improvement included clearer lecture notes and practice problems. Prospective students should expect an intellectually rigorous course that features two final exams. Some experience with MATLAB and Mathematica is recommended.

EN.530.430.01
Applied Finite Element Analysis

Nitin Daphalapurkar

Overall quality of the class: 4.32

Summary:
The best aspects of this course included the application-oriented course material, learning to use Abaqus software, and lectures that covered both theory and practice. Some students felt that instructions for assignments were at times vague and that solutions to past homework assignments were never provided. Suggestions for improvement included providing longer office hours on a fixed schedule. Prospective students will find it helpful to brush up on their knowledge of solid mechanics, linear algebra, and calculus before taking the course.

EN.530.445.01
Introduction to Biomechanics
Stephen Belkoff

Overall quality of the class: 4.26

Summary:
The best aspects of this course included practical topics and coursework, flexibility to do the final presentation anytime during the semester, and the freedom to choose their presentation topic. Some students felt that there could have been additional resources provided to them such as presentation notes on Blackboard, and more detailed notes on the PowerPoint slides. A few students also felt that the class content wasn't always aligned with homework assignments. Suggestions for improvement included adding more structure to the course, and more resources to assist in the completion of the homework assignments. Prospective students will want to have some background knowledge of mechanics, and that they should take advantage of the opportunity to complete their final project during the semester.

EN.530.448.01
Biosolid Mechanics

Overall quality of the class: 4.17

This class had 5 or fewer comments.

EN.530.455.01
Additive Manufacturing
Kevin Hemker

Overall quality of the class: 4.27

Summary:
The best aspects of this course included the wide range of material covered and guest speakers who offered insight into a relatively new technology. Students also enjoyed the AM sumo competition which

challenged them to create a 3-D printed part with a higher compressive strength than their peers. Some students felt that the course was disorganized at times and were frustrated that all of the coursework was packed into the last three weeks of the class. A few students also felt that the expectations on the assignments were sometimes unclear. Suggestions for improvement included having more hands-on design competitions and giving the course a more cohesive structure. Prospective students are advised that this course is done in a survey style and covers a lot of information. It is highly recommended for those with an interest in this topic.

EN.530.473.01
Molecular Spectroscopy Imaging
Ishan Barman

Overall quality of the class: 4.13

This class had 5 or fewer comments.

EN.530.475.01
Locomotion I: Mechanics
Chen Li

Overall quality of the class: 4.29

Summary:
The best aspects of this course included the professor's knowledge, interesting subject matter and relevant videos. Some students felt that the feedback on assignments often lacked clarity. Suggestions for improvement included shorter homework assignments and a stronger connection between lecture content and homework assignments. Prospective students should expect an intellectually challenging course with a manageable workload.

EN.530.495.03-04
Microfabrication Laboratory
Jeff Wang

Overall quality of the class: 4.00

This class had 5 or fewer comments.

EN.530.603.01
Applied Optimal Control
Marin Kobilarov

Overall quality of the class: 4.56

This class had 5 or fewer comments.

EN.530.605.01
Mechanics of Solids and Materials
Kaliat Ramesh

Overall quality of the class: 4.44

Summary:
The best aspects of this course included the professor's knowledge and engagement, interesting material and well-structured lectures. Some students were discouraged that the lectures steered clear of the practical applications of the theories discussed, which often made completing homework problems more difficult. Suggestions for improvement included reviewing more example problems during class and giving more timely feedback on the completed assignments. Prospective students are advised that this is a challenging course and that it should be taken with a lighter course load.

EN.530.619.01
Aerospace Structures and Materials
Thomas Dragone

Overall quality of the class: 4.57

Summary:
The best aspects of this course included the professor's knowledge, interesting subject matter with real-world applications and group assignments. Some students felt that the class' current format was ineffective at times and the video lectures were often unengaging. Suggestions for improvement included making the course a three-hour lecture class with the video lectures as a support material. Prospective students should expect a fast-paced, intellectually demanding course that has a heavy emphasis on airplane design considerations.

EN.530.621.01
Fluid Dynamics I
Tamer Zaki

Overall quality of the class: 4.71

Summary:
The best aspects of this course included the intellectually challenging subject matter and an enthusiastic instructor who explained very complex material in an understandable way. Some students felt that the homework was too difficult at times and that the exam content did not reflect the material on the assignments. Suggestions for improvement included reviewing more involved example problems and index notation exercises in class. Prospective students are advised that this is a math-heavy course and that they should definitely read their textbook in order to reinforce the concepts taught in class.

EN.530.624.01
Dynamics of Robots and Spacecraft (Graduate)
Jin Kim

Overall quality of the class: 4.50

This class had 5 or fewer comments.

EN.530.625.01
Turbulence
Charles Meneveau

Overall quality of the class: 4.79

This class had 5 or fewer comments.

EN.530.632.01
Convection
Jung-Hee Seo

Overall quality of the class: 4.13

This class had 5 or fewer comments.

EN.530.633.01
Mechanics of the Biological Systems and Biophysical Methodologies
Yun Chen

Overall quality of the class: 3.56

This class had 5 or fewer comments.

EN.530.643.01
Fundamentals of Microscale Phenomena
Soojung Hur

Overall quality of the class: 4.33

This class had 5 or fewer comments.

EN.530.646.01
Robot Devices, Kinematics, Dynamics, and Control
Noah Cowan

Overall quality of the class: 4.47

Summary:

The best aspects of this course included engaging lectures and interesting course content that is extremely applicable to the field of robotics. Some students felt that the workload was too heavy and that the homework assignments were occasionally overwhelming. Suggestions for improvement included providing more supplementary material to help students with the more challenging concepts and creating a more organized class schedule. Prospective students are advised that a strong understanding of linear algebra is helpful, and that they should take this class with a lighter course load as it is time-consuming.

EN.530.647.01
Adaptive Systems
Luis Whitcomb

Overall quality of the class: 4.60

This class had 5 or fewer comments.

EN.530.653.01
Advanced Systems Modeling
Gregory Chirikjian

Overall quality of the 4.39

Summary:
The best aspects of this course included a flexible grading rubric, interesting concepts and homework assignments that reinforced the material taught in class. Some students felt that the material was covered a little too broadly and would have liked a more in-depth look at some of the topics. Suggestions for improvement included focusing on fewer topics and adding a Blackboard page to distribute online resources. Prospective students are advised that the course material builds upon itself rather quickly and that they should definitely utilize their textbook to better understand material covered in class.

EN.530.655.01
Additive Manufacturing (Graduate)
Kevin Hemker

Overall quality of the class: 4.25

Summary:
The best aspects of this course included the subject matter, the guest speakers and engaging lectures. Some students felt that the midterm relied too heavily on memorization and that the end of the semester weighed disproportionally on the final grade. Suggestions for improvement included assigning more rigorous homework and improving the flow of lecture topics, so as to benefit the overall structure of the course. Prospective students will find that this course is very manageable and serves as a worthwhile introduction to a variety of additive techniques.

EN.530.675.01
Locomotion I: Mechanics
Chen Li

Overall quality of the class: 4.56

This class had 5 or fewer comments.

EN.530.691.01
Haptic Interface Design for Human-Robot Interaction
Jeremy Brown

Overall quality of the class: 4.38

Summary:
The best aspects of this course included the hands-on assignments, such as building their own haptic devices, and the project-based approach to introducing the subject matter. Some students would have liked to start the final project earlier in the semester and felt they needed more direction in completing it. Suggestions for improvement included offering more balance between the programming and hardware/design elements of the course. Prospective students should have some experience with coding languages such as Arduino. This course is recommended as a good hands-on introduction to haptics.

EN.530.761.01
Mathematical Methods of Engineering I
Dennice Gayme

Overall quality of the class: 3.97

Summary:
The best aspect of this course was the useful nature of the subject matter, which served as a review of mathematical concepts required for student's graduate studies. Some students felt that the pace of class moved too fast especially when reviewing example problems and that the course sometimes didn't provide a general framework for the mathematics. Suggestions for improvement included adding more examples related to engineering and reviewing problems step-by-step even if at times it feels tedious. Prospective students are advised that the course moves at a fast pace but that it provides a helpful review of advanced mathematics necessary for their engineering studies.

EN.530.766.01
Numerical Methods
Rajat Mittal

Overall quality of the class: 4.55

Summary:

The best aspect of this course was the interesting subject matter effectively explained by a knowledgeable and enthusiastic instructor. Some students felt that homework assignments could be lengthy. The final project on multigrid was presented by another lecturer (due to the professor's absence for personal reasons), which created some confusion as a result of different teaching methods. Suggestions for improvement included reviewing homework problems in class, adding extra credit opportunities, and increasing the amount of homework in the early part of the semester. Prospective students should expect an intellectually rigorous, coding-heavy course that requires experience with partial differential equations.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
MILITARY SCIENCE

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

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

AS.374.101.01-02
Introduction to the Army
Chevelle Breaux*, Jamaal Kirkland, Lynn Scott

Overall quality of the class: 4.28

Summary:

The best aspects of this course included the instructor's engagement, interesting and practical subject matter, and manageable workload. Some students felt that there wasn't enough feedback on assignments. It was also mentioned that the class was cancelled several times. Suggestions for improvement include posting content on Blackboard and providing regular feedback regarding grades. Prospective students should expect a course with practical applications and a relatively light workload.

AS.374.110.01
Basic Leadership Laboratory, ROTC 101
Chevelle Breaux, Jamaal Kirkland*, Lynn Scott

Overall quality of the class: 4.67

This class has 5 or fewer comments.

AS.374.201.01-02
Leadership and Decision Making
Chevelle Breaux, Jamaal Kirkland*, Lynn Scott

Overall quality of the class: 4.23

Summary:

The best aspects of this course included the professor's knowledge, the interesting and practical subject matter, and stimulating group discussions. Some students felt that there was a lack of feedback regarding grades and that the PowerPoint-dependent lectures could be unengaging at times. Suggestions for improvement include making the class more interactive, providing timelier feedback on assignments and increasing the amount of homework to reinforce the material covered in class. Prospective students should expect an engaging, practical class with a manageable workload. This course is open to everyone; ROTC membership isn't required.

AS.374.210.01
Basic Team Leadership
Chevelle Breaux, Jamaal Kirkland*, Lynn Scott

Overall quality of the class: 4.00

This class has 5 or fewer comments.

AS.374.255.01
US Intelligence Community: Theory & Practice
Michael Boston, Fred Hoffman*

Overall quality of the class: 4.60

Summary:

The best aspects of this course included the professor's knowledge and engagement, the stimulating material and the challenging in-class exercises. Some students felt that the final grade was too heavily determined by the final project and quiz. Suggestions for improvement include providing more guidance on the final assignments. Prospective students should expect an intellectually demanding class that includes a 20-page research paper.

AS.374.301.01-02
Training Management and the Warfighting Functions
Jason Adler*, Michael Gorreck

Overall quality of the class: 4.75

This class has 5 or fewer comments.

AS.374.307.01
Leadership in Military History
Jason Adler*, Michael Gorreck, Jeffrey Wood

Overall quality of the class: 0.00

This class has 5 or fewer comments.

AS.374.310.01
Basic Tactical Leadership Lab
Jason Adler*, Michael Gorreck

Overall quality of the class: 4.33

This class has 5 or fewer comments.

AS.374.401.01
The Army Officer
Jason Adler, Michael Gorreck

Overall quality of the class: 4.60

This class has 5 or fewer comments.

AS.374.410.01
Advanced Planning & Decision Making I
Jason Adler, Michael Gorreck

Overall quality of the class: 4.60

This class has 5 or fewer comments.

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4-Good
5-Excellent

AS.389.201.01
Introduction to the Museum: Past and Present
Jennifer Kingsley

Overall quality of the class: 4.20

Summary:
The best aspects of this course included the professor's engagement, interesting subject matter and frequent field trips. Some students felt that many of the readings were dense and the essay prompts could be unclear at times. Suggestions for improvement included providing clearer expectations on assignments, reducing the amount of readings and adding greater interactivity to lectures. Prospective students should expect a challenging, reading-heavy introduction course that requires a commitment to regular class attendance. A background in museum history is helpful, though not required.

AS.389.205.01
Examining Archaeological Objects
Sanchita Balachandran

Overall quality of the class: 4.58

Summary:
The best aspects of this course included the professor's enthusiasm and the opportunity to work with ancient artifacts. Some students felt that the final project was inordinately challenging and that course work was unevenly weighted toward the second half of the semester. Suggestions for improvement included providing clearer guidelines for the final project. Prospective students should expect an intellectually rigorous course that requires effective time management skills. Some background in ancient history and chemistry would prove beneficial.

AS.389.336.01

Heritage at Work
Elizabeth Comer

Overall quality of the class: 4.10

Summary:
The best aspects of this course included the professor's knowledge, the guest lectures and the opportunity to create an exhibit that will appear in an actual museum. Negative feedback included a lack of structure, unrealistic expectations for assignments and projects, and unclear grading guidelines. Suggestions for improvement included providing clearer instructions on assignments and having a more unified approach to the student-created exhibitions. Several students mentioned that fabricating a museum exhibit posed difficulties for the instructional team. Prospective students should expect an intellectually challenging course that requires independent study. The class is heavily focused on Catoctin Furnace. Some knowledge about archaeology and museums would prove beneficial.

AS.389.349.01
Art, Museums and the Law
Whitney Levandusky

Overall quality of the class: 4.14

Summary:
The best aspects of this course included the professor's knowledge and engagement, interesting and relevant content, and stimulating discussions. Negative feedback included heavy reading assignments, ambiguous projects and harsh grading at times. This class would benefit from clearer instructions for assignments, more concrete feedback and more lenient grading. Prospective students should expect an intellectually demanding, reading-intensive course. Students should be aware of current legal issues with museums. No background in law is necessary.

AS.389.352.01
Bibliomania: Ambition, Desire, & the Making of the George Peabody Library in 19th-century Baltimore
Earle Havens

Overall quality of the class: 4.80

This class had 5 or fewer comments.

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

AS.376.111.02
Rudiments of Music Theory and Musicianship
John Crouch

Overall quality of the class: 4.71

Summary:

The best aspects of this course included the professor's knowledge, interesting subject matter and ear training exercises. Negative feedback included lengthy homework assignments. Suggestions for improvement included providing more examples during lectures and reducing the amount of homework. No prior musical background is necessary.

AS.376.111.03
Rudiments of Music Theory and Musicianship
Travis Hardaway

Overall quality of the class: 4.36

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, stimulating material and hands-on approach to learning. Some students felt that homework assignments seemed tedious at times and MFun could be frustrating to work with. Suggestions for improvement including adding more structure to lectures and replacing MFun with another program. No prior musical background is required.

AS.376.211.01
Music Theory I

John Crouch

Overall quality of the class: 4.40

This class had 5 or fewer comments.

AS.376.211.02
Music Theory I
Travis Hardaway

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the professor's knowledge, enthusiasm and helpfulness; creating and performing compositions; and one-on-one learning opportunities. A few students felt that the class was occasionally slow-going. Suggestions for improvement included focusing more on composition rather than analysis and providing more opportunities for performance in class. Prospective students should expect an emphasis on both theory and composition.

AS.376.212.01
Music Theory II
Stephen Stone

Overall quality of the class: 4.80

This class had 5 or fewer comments.

AS.376.221.01
Musicianship I
Kip Wile

Overall quality of the class: 4.80

This class had 5 or fewer comments.

AS.376.222.01
Musicianship II
Kip Wile

Overall quality of the class: 4.83

Summary:

The best aspects of this course included the professor's knowledge and approachability as well as the opportunity to learn and play music in class. A few students felt that the pace of the class was slow at times. Suggestions for improvement included adding more quizzes for expanded grading opportunities and adhering to the schedule for quizzes and exams. Prospective students should understand that singing is an expected part of the class experience.

AS.376.242.01-02
Introduction to Popular Music
David Smooke

Overall quality of the class: 4.62

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, engaging lectures with examples, and stimulating subject matter. Negative feedback included listening assignments that could be unbalanced depending on the genre; the difficulty of the listening quizzes; and the seeming arbitrariness of genre distinctions at times. Suggestions for improvement included reducing the listening quizzes and restructuring exams to allow students more time to complete the essays. Some familiarity with American popular music since the 1950s, while not necessary, will be beneficial to prospective students.

AS.376.250.01
Introduction to Computer Music
Samuel Burt

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, fascinating subject matter and interesting projects. Some students felt that many of the projects required an inordinate amount of work and the course focused too much on the history of computer music. Suggestions for improvement including introducing Pure Data programming language earlier, increasing lab time and adding more hands-on projects. Some background in computer programming is recommended, though not required.

AS.376.252.01
Jazz History
Ian Sims

Overall quality of the class: 4.53

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, stimulating subject matter and diverse assignments. Negative feedback included that the lectures were sometimes unengaging and too PowerPoint-dependent. Suggestions for improvement included offering more opportunities for class participation and focusing on the musical elements of jazz rather than personal backgrounds of the musicians. No formal musical background or previous knowledge of jazz is required.

AS.376.303.01
Musical Theater from Aristophanes to Leonard Bernstein
Susan Weiss

Overall quality of the class: 4.86

Summary:

The best aspects of this course included the professor's knowledge and passion, the engaging content, and the opportunity to develop and participate in a musical show. Many students commented that they thoroughly enjoyed the class trip to see a Broadway show in New York City. Some students felt that a three-hour class was overly long and that more time was needed to rehearse the class musical. Suggestions for improvement included incorporating more discussion in class and meeting twice a week instead of once. A few students mentioned a better structure or flow to the course would enable the class to cover more material. Prospective students should expect to perform in a class musical for the final project.

AS.376.371.01
Introduction to Music Cognition
Monica Lopez-Gonzalez

Overall quality of the class: 4.14

Summary:

The best aspects of this course included the professor's knowledge, passion and encouragement to think in a non-traditional way. Students also praised the engaging subject matter, interesting discussions and opportunities for creativity concerning the final project. Some students felt that the readings were overly long and the grading policy was ambiguous at times. Suggestions for improvement included adding more lectures, providing clearer guidance on grading and varying the writing assignments. Some familiarity with neurology and musical theory is recommended, though not required.

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

AS.103.110.01
Introduction To Archaeology
Emily Anderson

Overall quality of the class: 4.04

Summary:

The best aspects of this course include the interesting readings, museum trips, and diverse lectures which offer an in-depth introduction to a wide range of historical and archaeological topics. There are few assignments in the course, and many students felt it was difficult to gauge their knowledge until the midterm, which is weighted heavily as a result. Additionally, many students found the uploaded power points unhelpful while studying, as the majority of slides lack information beyond images discussed during class. Suggestions for improvement included more consistent feedback on assignments and more comprehensive notes posted online, as well as more assignments for students to track progress – one suggestion was to divide the midterm in two tests, for instance. Prospective students should have an interest in social sciences, including an interest in ancient history. They should also be aware that their success will depend heavily on their ability to take in-class notes and complete the dense readings.

AS.130.127.01
A Good Scribe & Learned Man: Wisdom & Knowledge in Ancient Egypt
Richard Jasnow

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.130.131.01
It's Alive! Statues in Ancient Egypt

Tara Prakash

Overall quality of the class: 4.80

This class had 5 or fewer comments.

AS.130.140.01
Hebrew Bible / Old Testament
Theodore Lewis

Overall quality of the class: 4.76

Summary:
The best aspects of the class included the breadth of interesting material covered and Dr. Lewis' teaching of the subject, which students described as enthusiastic, passionate, engaging, and holistic. Students found that the amount of material covered led to a somewhat overwhelming workload early in the semester and a sense of disorganization, with material discussed in class not always lining up with material on tests and quizzes. Suggestions for improvement included posting lectures online for students to review, adding additional quizzes for students to gauge their progress, and allotting more time to cover final units. Prospective students with an interest in religious studies should be aware there is a fair amount of reading in the course. Students familiar with the Bible will have a slight advantage, but no prior religious knowledge is required in the course.

AS.130.259.01
Ancient Science
Paul Delnero

Overall quality of the class: 4.33

Summary:
The best aspects of the class included Dr. Delnero's extensive knowledge and passion for the subject, the fascinating perspectives and topics covered, and the frequent guest lecturers. While interesting, many students found the lectures could be too fast-paced and unfocused, making it harder to absorb information. Students also felt the often difficult reading did not clearly connect to the material covered in class. Suggestions for improvement included more thorough introductions to and discussions of the readings, adding handouts or other interactive components to lectures, and more discussions either in class or through responses to homework questions. Prospective students should have an interest in ancient societies, scientific history, or ancient philosophy. They should keep in mind that the course requires intensive daily readings and that attendance is mandatory and crucial for passing the course.

AS.130.354.01
Archaeological Method and Theory
Michael Harrower

Overall quality of the class: 3.89

Summary:
The best aspects of the class included the small class size, the engaging way Dr. Harrower teaches the subject, and the unique way of covering method and theory in alternating weeks. Students wrote that lectures could be repetitive, and that many of the topics covered were retreading material taught in Introduction to Archaeology. Suggestions for improvement included clearer expectations for reading questions, more structured lectures, and more time spent on in-depth discussion of topics rather than review of fundamental knowledge. Prospective students should have a strong interest in archaeological theory and prior knowledge of archaeological techniques – including fieldwork – is highly recommended.

AS.130.357.01
Geographic Information Systems in Archaeology
Michael Harrower

Overall quality of the class: 4.42

Summary:

The best aspects of the class included the hands-on experience gained from working in labs, the introduction to ArcMap and other GIS software, and Professor Harrower's entertaining, informative lectures. Students had trouble applying GIS methods outside of labs. Students also found the structure of the class disorganized and grades relatively late. Suggestions for improvement included more prompt grading, clarity of how lectures and readings relate to the labs, and more projects to apply the skills learned throughout the course. Prospective students should have an interest in archaeological work. Although only basic archaeological knowledge is required, a foundation in computer knowledge and ArcMap is recommended.

AS.130.420.01
Seminar in Research Methods in Near Eastern Studies: (Auto)biography in the Ancient Near East
Jacob Lauinger

Overall quality of the class: 5.00

This class had 5 or fewer comments.

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3-Fair
4-Good
5-Excellent

AS.080.105.01
An Introduction to Neuroscience
Stewart Hendry

Overall quality of the class: 4.76

Summary:
The best aspects of the class included the lack of homework in favor of independent study, the structuring of quizzes to ensure understanding of the material rather than guesswork, and Professor Hendry's enthusiastic, interesting lectures. The course lacked supplemental materials for students to study from, making it difficult for students to study concepts or memorize the many terms required for quizzes and exams. Suggestions for improvement include study guides, more structured homework to keep students on track, and more individual practice problems for students to gauge their understanding. Prospective students with an interest in neurology will receive a valuable introduction to the subject but should be prepared for challenging, memorization-heavy material. Background knowledge is not required, however prior knowledge of basic biological processes, psychology and chemistry are recommended. Students are encouraged to take advantage of office hours and take careful notes during lectures to succeed in the course.

AS.080.250.01-04
Neuroscience Laboratory
Linda Gorman, Jason Trageser

Overall quality of the class: 4.45

Summary:
The best aspects of the class included the passionate, knowledgeable instructors, interesting, hands-on labs involving real nervous systems, and manageable workload outside of labs, which allowed students to focus on gaining practical knowledge from their work. Students felt that because there were few graded assignments, there were few opportunities for students to improve their grades or receive

feedback on their work. Students were also unsure of how to study for exams. Suggestions for improvement include providing students solutions to assignments, more instruction before lab procedures, and providing feedback on assignments. Prospective students with an interest in anatomy and neurology will receive practical knowledge of neurological processes, procedures, and anatomy. Students should have a basic understanding of brain anatomy and neuroscience and are encouraged to take time to carefully study the sheep brain and human brain anatomy available in class.

AS.080.301.01
Behavioral Assessment of Animal Models of Cognition and Neuropsychiatric Disorders
Dani Smith

Overall Quality of the class: 4.75

Summary:
The best aspects of the class included the diverse range of topics covered, the interesting research papers read and discussed throughout the class, and Professor Smith's passionate, engaging, and well-structured lectures. Students also enjoyed the feedback on written assignments and exams. Some students found the exam structure too open-ended and confusing, and had trouble organizing the weekly written assignments early in the semester. Suggestions for improvement include more classroom participation, possibly through more clicker use, and restructuring exams. Prospective students pursuing a future in research or graduate school will receive a wealth of information on psychiatry, behavioral modelling, and researching. No background in neurology is necessary, although students without prior knowledge may find the class more challenging initially. Students are encouraged to take notes and ask questions frequently during class.

AS.080.305.01
Neuroscience: Cellular and Systems I
Stewart Hendry, Haiqing Zhao

Overall quality of the class: 4.43

Summary:
The best aspects of the course included the fascinating material, the engaging lectures, and the professors' passion and reliance on exciting contemporary neuroscientific research rather than basic concepts. Many students were frustrated by unexpected changes in quiz and exam structure and felt overwhelmed by the information and lack of additional resources. Some students also felt Dr. Zhao's lectures were less engaging and more difficult to follow, leaving them confused while taking notes. Suggestions for improvement include more consistent expectations on exams, recorded lectures, more practice problems, and more comprehensive online notes. Prospective students interested in neuroscience will receive a comprehensive introduction. Prospective students should be prepared to make a considerable time commitment to studying outside of class. Students are strongly encouraged to study lecture notes and readings to avoid falling behind.

AS.080.308.01
Neuroeconomics

Jason Tageser

Overall quality of the class: 4.03

Summary:
The best aspects of the class included the fascinating material and lecture topics which encouraged students to rethink how they approach neurology and the use of relevant research papers rather than a textbook for the course. Lectures and power points often felt disorganized, especially near the end of the course. This led to students having difficulty knowing what to study for exams as well as a difficulty connecting material from one topic to another. Suggestions improvement include shorter, more coherent power point slides and more opportunities to practice before exams. Prospective students will receive a valuable introduction to interdisciplinary research. A basic understanding of neurology is recommended and working knowledge of Matlab or excel modeling is assumed. Students should be prepared to self-teach to a certain extent through research papers and notes and are encouraged to make use of office hours to avoid falling behind.

AS.080.310.01
Synaptic Function and Plasticity
Alfredo Kirkwood, Hey-Kyoung Lee

Overall quality of the class: 4.90

Summary:
The best aspects of the class included the small class size, availability of office hours and additional resources, and the engaging, highly accomplished professors. Lectures were sometimes overwhelmingly detail heavy, and some students wrote that lectures were poorly structured. Suggestions for improvement include more detailed power points and more lecture preparation for particularly difficult concepts. Prospective students interested in learning about current research into plasticity will find the course very valuable. Students should have a solid background in neuroscience and be prepared to allot time to review published research papers and data interpretation.

AS.080.312.01-02
The Making of a Cognitive Map: Insights from Brains, Behaviors and Robots.
Francesco Savelli

Overall quality of the class: 4.41

This class had 5 or fewer comments.

AS.080.345.01
Great Discoveries in Neuroscience
Jay Baraban

Overall quality of the class: 4.64

Summary:
The best aspects of the class included the fascinating material presented in primary historical documents, the manageable and evenly spaced workload, and the professor's genuine enthusiasm for the topic. Course material isn't always spaced organically, and some students felt introductory topics were unrelated to the rest of the material. Suggestions for improvement include a wider variety of topics, clearer grading criteria on exams, and more discussion on papers. Prospective students interested in neuroscience and scientific history will receive a valuable introduction. Prospective students should have a basic knowledge of neurology and cellular biology and should be prepared to read scientific papers each week before class.

AS.080.348.01
Science of Learning
Linda Gorman

Overall quality of the class: 4.47

Summary:
The best aspects of the course included the small class size, discussion-based class structure, and opportunity to analyze aspects of learning from multiple perspectives. Because it is a relatively new class, there was a lack of structure in the classroom, and many students wrote it was sometimes unclear what was expected of them. Some students also felt that the workload was uneven, with work often overlapping with midterms. Suggestions for improvement include a more structured class in the beginning of the semester, more even distribution of the workload, and greater clarity on assignments and course objectives. Prospective students with an interest in the science of learning and development will receive a valuable introduction to the topic. Prospective students should have some background in scientific writing and are encouraged to actively participate in discussions.

AS.080.355.01
Visual System
Stewart Hendry

Overall quality of the class: 4.59

Summary:
The best aspects of the class included the professor's engaging lectures, interesting topics, open book exams, which allowed students to focus on fully understanding the material rather than memorizing. Some students felt that exam questions were unclear and too open-ended and that grading was somewhat slow. Suggestions for improvement included dividing the work into 4 exams or including quizzes, making lectures more interactive, greater feedback on student work, and moving the class to a larger classroom. Prospective students with an interest in visual systems will receive an in-depth introduction. Students should have some background in nervous systems and a basic understanding of visual systems, and should be prepared to allot time for understanding long, complex scientific papers.

AS.080.360.01
Diseases & Disorders of the Nervous System

Stewart Hendry, Guy McKhann

Overall quality of the class: 4.57

Summary:
The best aspects of the class included the engaging lectures from a diverse range of guest lecturers, the breadth of neurological disorders and diseases covered. Exams were not always representative of the class and focused heavily on memorization, which was difficult due to the lack of out-of-classroom materials besides occasionally annotated power points. Many students felt expectations for exams were unclear. Suggestions for improvement included more consistent annotations and prompter posting of lectures, clearer expectations for exams, and recording lectures. Prospective pre-med students and those with an interest in neurological diseases and disorders will receive a valuable introduction from a range of neurological experts. Students should have a solid background in neuroscience and should be prepared to take detailed notes in every lecture, as a large portion of the class is self-taught.

AS.080.366.01
Neuroscience of Pain
Hita Adwanikar

Overall quality of the class: 3.67

This class had 5 or fewer comments.

AS.080.370.01
The Cerebellum: Is it just for motor control?
John Desmond

Overall quality of the class: 4.77

Summary:
The best aspects of the class included the professor's knowledgeable and engaging approach to the material, class discussions on readings, and introduction to understanding scientific papers. The lectures covered a large amount of often data-heavy material, making it difficult to study every topic effectively. Suggestions for improvement include condensing the material, providing more graded assignments or practice questions, and moving to a different classroom. Prospective students with an interest in neuroscientist will find a valuable, unique overview of the cerebellum's function. Prospective students should have some background in neuroscience and be prepared for weekly readings and classroom discussion.

AS.080.401.01-02
Research Practicum: KEEN (Kids Enjoying Exercise Now)
Linda Gorman

Overall quality of the class: 4.77

Summary:
The best aspects of the class included the knowledge in child development and hands-on experience gained working with children in the community. Transportation and scheduling were sometimes an issue for students, particularly in beginning and end of the semester. Some students also felt there was a lack of communication between KEEN, Dundalk High School, and the class. Suggestions for improvement include adding more drivers and sessions and pairing students with a couple children over the course of the semester. Prospective students with an interest in child development will receive valuable, hands-on experience working with children. No background is necessary, however prospective students should be prepared to work with young children, including children with disabilities.

AS.080.402.01
Teaching Practicum: Making Neuroscience Fun (MNF)
Linda Gorman

Overall quality of the class: 4.78

Summary:
The best aspects of the class included the hands-on teaching experience, application of neuroscience in a new environment, and opportunity to work closely with the community. Transportation and scheduling was often difficult, and many students felt there were not enough open slots. Suggestions for improvement include more presentation opportunities, more preparation before presentations, and updating presentation scripts to include more engaging demos. Prospective students with an interest in teaching and volunteering will receive valuable experience. Prospective students should be prepared to allot large chunks of time during the week to working with MNF and should be prepared to work with children.

AS.080.404.01
Research Practicum: HopKids – Children's Center
Linda Gorman

Overall quality of the class: 4.42

Summary:
The best aspects of the class included the hands-on experience working with children, flexible schedule, and opportunity to volunteer in the Baltimore community. There was often disorganization and a lack of communication between hospital staff and students, and some students felt there was little initial instruction on how to handle different situations with parents and children. Some students also felt that scheduling was often difficult due to a lack of available time slots. Suggestions for improvement include a more in-depth introduction to activities, communicating with hospital staff ahead of time, and adding more time slots. Prospective students interested in gaining experience working with children in a clinical environment will find the course valuable. Prospective students should be prepared to devote two hours to volunteering 4-5 times per credit throughout the semester.

AS.080.610.01
Research Practicum: HopKids – Kennedy Krieger Institute

Linda Gorman

Overall quality of the class: 5.00

Summary:
The best aspects of the class included the opportunity to interact with children and work in the Kennedy Krieger institute. Students were disappointed in the small number of available sessions. Suggestions for improvement include adding more available sessions throughout the semester. Prospective students interested in working with children in a clinical setting and volunteering with the community will receive valuable experience. Prospective students should be prepared to work with children and schedule time for at least two volunteer sessions.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
PHILOSOPHY

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

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

AS.150.112.01-04
Philosophical Problems
Steven Gross

Overall quality of the class: 4.19

Summary:

The best aspects of this course included the professor's expertise, engaging lectures and thought-provoking content. Some students felt the readings were often challenging and the TA sections lacked focus. Suggestions for improvement include fewer readings and greater clarity regarding grades Prospective students should expect a reading-heavy course with assignments that are mainly written essays.

AS.150.191.01
Freshman Seminar: Ethical Topics in Plato
L. Nandi Theunissen

Overall quality of the class: 4.60

Summary:

The best aspects of this course included the professor's knowledge and engagement, compelling materials and stimulating discussions. A few students felt that there was insufficient time devoted to Plato's more difficult works. Suggestions for improvement included more guided assignments and a better balance between lectures and discussions, though a number of students said the class was fine as currently structured. Prospective students should expect a reading-heavy and discussion-based course. Some familiarity with Plato is recommended, though not required.

AS.150.193.01
Philosophy of Language Seminar: Proper Names and Definite Descriptions
Justin Bledin

Overall quality of the class: 5.00

Summary:

The best aspects of this course included the professor's knowledge and engagement, the compelling material, the small class size, and the fun, thought-provoking and freewheeling discussions. A few students remarked that discussions would sometimes be dominated by one or two participants, though the instructor made a point to include everyone in the conversation. One suggestion was to vary the content, which was heavily based on writers from the 20th century. Prospective students should expect a reading-heavy and discussion-based course. Some familiarity with philosophy and linguistics could prove beneficial, though is not required.

AS.150.201.01-03
Introduction to Greek Philosophy
Richard Bett

Overall quality of the class: 4.25

Summary:

The best aspects of this course included the professor's expertise and engagement, interesting subject matter and stimulating discussions. Some students felt that the course required a great deal of reading and writing, the lectures were dry on occasion, and the lack of slides or notes hindered comprehension. Suggestions for improvement included using PowerPoint for lectures, posting lecture notes to Blackboard and proving more guidance on how to write a paper on philosophy. Prospective students should expect an intellectually challenging, reading-heavy class that requires effective time management skills. No background in philosophy is required to take this class.

AS.150.219.01-14
Introduction to Bioethics
Hilary Bok

Overall quality of the class: 3.48

Summary:

The best aspects of this course included the professor's knowledge and engagement, compelling topics and stimulating section discussions. Some students felt that the lectures were unfocused at times and not related to the readings. Other criticisms included the large class size, the amount of reading required, the disparity between grading among TAs, and unclear expectations for papers. Suggestions for improvement included more structured lectures; better guidance on the format for a philosophical-based paper; posting lecture slides on Blackboard; and providing a standardized grading rubric.

Prospective students should expect an intellectually challenging, reading-intensive class with grading based on two essays and a final. No background in bioethics is required, though some familiarity with philosophy is considered beneficial.

AS.150.223.01
Formal Methods of Philosophy
Robert Rynasiewicz

Overall quality of the class: 3.88

This class had 5 or fewer comments.

AS.150.245.01-03
Introduction to Philosophy of Mind
Elanor Taylor

Overall quality of the class: 3.94

Summary:

The best aspects of this course included the engaging, knowledgeable and approachable professor and the stimulating content. Some students felt that class discussion was lacking towards the beginning of the semester and that the amount of assigned readings were at times overwhelming. Suggestions for improvement include adding more discussion to the sections. This course is recommended for both philosophy majors and non-majors; however, prospective students are highly encouraged to approach the material with an open mind.

AS.150.254.01
Philosophy and Memory
Nikola Andonovski

Overall quality of the class: 4.13

Summary:

The best aspects of this course included the knowledgeable professor, fascinating readings and stimulating discussions. Some students felt that the amount of reading was daunting and more appropriate to a graduate-level course. Suggestions for improvement include fewer but more targeted readings, more opportunities for discussion in class, and more context or background for students not steeped in philosophy. Prospective students should expect an intellectually challenging, reading-intensive course. Some familiarity with philosophy and cognitive science is recommended.

AS.150.269.01
Philosophy of Human Rights

Thomas Wilk

Overall quality of the class: 4.63

Summary:

The best aspects of this course included the professor's knowledge, passion and approachability, the discussion format, and the smaller class size. A number of students felt that the course's once-a-week schedule was taxing. Suggestions for improvement include changing the class schedule to twice a week and connecting concepts to real-world applications. This course is recommended for both philosophy majors and non-majors. Effective time management skills are required to stay current with the readings.

AS.150.301.01
Majors Seminar: Topics in Theoretical Ethics
L. Nandi Theunissen

Overall quality of the class: 4.75

Summary:

The best aspects of this course included the professor's knowledge, engagement and approachability, thought-provoking material and interesting discussions. Some students felt that the readings were overwhelmingly challenging. Suggestions for improvement included providing outlines on a more consistent basis. A background in philosophy is required to take this course and prospective students are highly encouraged to take advantage of office hours.

AS.150.351.01
The Philosophy of Race and Racism
Patrick O'Donnell

Overall quality of the class: 5.00

Summary:

The best aspects of this course included the knowledgeable, passionate, and engaging professor, thought-provoking content, and stimulating discussions. A few students disliked the frequent reading quizzes. Suggestions for improvement included reducing the amount of smaller assignments. Prospective students should expect to engage in intellectually challenging discussions. No prior knowledge of philosophy is required, though some background in that field may prove beneficial.

AS.150.404.01
The Idea of Power
Christopher Lebron

Overall quality of the class: 4.77

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, intellectually challenging material, and interesting discussions. Many students felt that their grade was weighted far too heavily on the final exam. Providing more feedback on the midterm was one suggestion for improvement. Prospective students should expect an intellectually rigorous, reading-intensive course that requires class participation. Some background in philosophy or political science, though not required, may prove beneficial.

AS.150.408.01
The Ethics of Climate Change
Joshua McBee

Overall quality of the class: 4.09

Summary:

The best aspects of this course included the relevant readings and lively discussions. Negative feedback included the amount of reading and the sometimes-unfocused lectures. To improve the course, some students suggested adding more discussions to class. Prospective students should expect a reading-heavy, writing-dependent course. A background in philosophy is helpful but not required.

AS.150.412.01
Kant's Critique of Practical Reason
Eckart Forster

Overall quality of the class: 4.80

Summary:

The best aspects of this course included the professor's expertise, the subject matter and the small class size. One criticism was that the syllabus continued to evolve during the semester. Suggestions for improvement included providing more guidance regarding secondary sources and restructuring short answer questions. Prospective students should expect an intellectually demanding, lecture-based class. Some familiarity with Kant is recommended.

AS.150.420.01
Mathematical Logic I
Robert Rynasiewicz

Overall quality of the class: 3.75

This class had 5 or fewer comments.

AS.150.442.01
The Philosophy of Ludwig Wittgenstein
Michael Williams

Overall quality of the class: 4.60

This class had 5 or fewer comments.

AS.150.452.01
Freedom of Will & Moral Responsibility
Hilary Bok

Overall quality of the class: 4.40

Summary:

The best aspects of this course included the knowledgeable, engaging professor and the stimulating content. Some students felt that the lectures strayed off-topic at times and that discussions were less productive than they could have been. Suggestions for improvement included keeping lectures focused on set topics and allotting more time to discuss readings. Prospective students should expect a reading-intense, intellectually demanding course. Prospective students should also be aware that participation is required.

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

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

AS.171.101.01-10
General Physics: Physical Science Major I
Morris Swartz

Overall quality of the class: 3.45

Summary:
The best aspects of the class included the straightforward progression of material and the variety of resources including in-class demonstrations, group work, and online videos. Some students found the course to be overly-reliant on Flip It and pre-lecture work. Students also wrote that the workload – which included two different sets of homework as well as weekly quizzes – failed to prepare them for the difficulty of the exams. Suggestions for improvement include a making lectures more engaging by emphasizing practice problems and group work, allocating more time to review homework, and streamlining homework and assignment layout. Prospective students will receive a valuable introduction to physics. They are also warned not to fall behind in the pre-lecture material, particularly if they have little previous knowledge of the subject.

AS.171.102.01-06
General Physics: Physical Science Majors II
Petar Maksimovic

Overall quality of the class: 3.92

Summary:
The best aspects of the class included the enthusiastic and engaging teaching style of both Dr. Maksimovic and the TAs, the in-class demonstrations before lectures, and the availability of additional resources for struggling students. Many students found the workload overwhelming and found that the online work and in-class problems did not match the content or difficulty of the exams. Suggestions for improvement include focusing less on online homework, which students wrote wasted time that could have been spent on the more challenging written work. Many students also suggested a faster pace in

the early half of the semester, as the end of semester work was much more complex. Prospective students with a foundation in calculus and physics will find the class rewarding but should be prepared to allot at least 12-16 hours a week for studying and completing assignments. Prospective students are highly encouraged to seek help from the professor and TA's and begin assignments well ahead of time.

AS.171.103.01-10
General Physics I for Biological Science Majors
Collin Broholm

Overall quality of the class: 3.59

Summary:
The best aspects of the class included the professor's engaging lectures, the fair exams, and the accessibility of the material for students with little to no prior knowledge. Many students felt that TA-led sections were unhelpful and that grading for homework was inconsistent and harsh. Some students also found that the lectures, while engaging, were easily sidetracked and provided little context for the formulas and derivations being discussed. Suggestions for improvement include clarifying expectations on homework assignments, providing more in-class example problems, and more evenly spacing out topics throughout the semester, as the workload sharply increased in the latter half of the semester. Prospective students should be prepared to devote a significant amount of time to completing readings and homework and are encouraged to make use of the textbook for topics not covered in the lecture.

AS.171.105.01-02
Classical Mechanics I
Daniel Reich

Overall quality of the class: 4.58

Summary:
The best aspects of this course included the interesting content, the enthusiasm of Dr. Reich during lectures, and the smaller class size which encouraged collaboration and open discussion. Many students found the lectures and homework to be very calculus-heavy, often going further than the Calculus I prerequisite made it seem the course would. Suggestions for improvement include walking through practice problems and particularly difficult homework problems at the end of lecture or during sections and making use of online notes or lecture recordings. Prospective students with an interest in physics will receive a challenging but rewarding introduction to mechanics. A solid background in calculus is crucial to succeeding in the course, and prospective students are highly encouraged to make use of office hours and online resources.

AS.171.107.01-04
General Physics for Physical Sciences Majors (AL)
Robert Leheny

Overall quality of the class: 3.74

Summary:
The best aspects of the class included the quality of the professor's lectures, the focus on group work, and the demonstrations and active participation involved in the course. Some students felt the course lacked direction, particularly during group assignments. Many students also felt they were required to teach themselves, particularly near the end of the semester, and that the pre-lecture videos rarely pertained to the lectures. Suggestions for improvement include allotting time for more guided problem solving during lectures and restructuring homework and section assignments to more closely match the difficulty of the exams. Prospective students will receive a valuable introduction to physics and should be aware that attendance and participation are a large portion of their grade. Prospective students are encouraged to seek help during office hours if they are falling behind.

AS.171.107.05
General Physics for Physical Sciences Majors (AL)
Rosemary Wyse

Overall quality of the class: 3.05

Summary:
The best aspects of the class included the group assignments and demonstrations, which promoted cooperative learning and understanding of concepts. Many students found Dr. Wyse's lectures to be ineffective, with a tendency to reiterate the Flip It pre-lecture notes and slides verbatim, leaving many students feeling unprepared for homework and exams. Suggestions for improvement include more interaction between the professor and students, more demonstrations, better explanation for group assignments, and less emphasis on the online aspects of the course. Prospective students should have some prior knowledge of physics and should be prepared to devote a large portion of their time to homework and pre-lecture work. They should also be aware that as an AL course, attendance is mandatory and significant portion of a student's grade.

AS.171.113.01
Subatomic World
Barry Blumenfeld

Overall quality of the class: 4.53

Summary:
The best aspects of the class included the topics covered and the professor. Students were in near universal agreement that Dr. Blumenfeld is an effective, engaging, and passionate professor who makes complex subject matter easily digestible. Some students felt there was a lack of additional resources for studying and an opaque grading system, both of which made the midterm and final exam difficult to study for. Suggestions for improvement include more opportunities to practice, as well as a standardized set of online resources to study from. Prospective students should have a strong interest in subatomic particles and should be prepared to show up to lectures to fully understand the material. Prior knowledge of the subject is not necessary; however, a basic knowledge of physics may be beneficial.

AS.171.201.01-02

Special Relativity/Waves
Nadia Zakamska

Overall quality of the class: 4.28

Summary:
The best aspects of the class included the fascinating topics and the effectiveness of Professor Zakamska, who students describe as engaging, passionate, and extremely knowledgeable about the subject matter. Many students felt the reference material used was incomplete and not at all helpful, particularly for studying the complex material in the second half of the semester. Some students also felt lectures could be too fast-paced. Suggestions for improvement included slowing down lectures and devoting more time to solving problems and going over concepts, rather than to labs. Prospective students will receive a highly challenging but rewarding introduction to special relativity and waves physics. A solid background in mathematics is required to succeed in the course.

AS.171.205.01
Introduction to Practical Data Science: Beautiful Data
Sandor Szalay

Overall quality of the class: 3.92

Summary:
The best aspects of the class included the real-world applications covered by the course and the professor's ability to draw on multiple disciplines to instill a core understanding of data science. Many students found that the homework, while interesting, had little connection to the concepts discussed in class. Students also found some of the lectures dry and confusing, especially when covering more conceptual topics. Suggested improvements include providing a more in-depth introduction to Python, relating lectures more directly to the homework, and including more in-class coding. Prospective students should have an interest in data science and will receive a valuable introduction to its practical applications. Prospective students should have a solid background in mathematics as well as a basic knowledge of Python.

AS.171.301.01
Electromagnetic Theory II
Kevin Schlaufman

Overall quality of the class: 4.09

Summary:
The best aspects of the class included the clear expectations, fair grading policy, and engaging professor and TA. Many students felt the class moved too slowly, covering topics most students already had a solid understanding of rather than delving into electromagnetic theory. Additionally, some students found the quiz structure encouraged them to memorize a handful of problems, rather than develop an intuitive understanding of the subject. Suggestions for improvement include a faster pace in the first half of the semester and a greater emphasis on conceptual knowledge. Prospective students with an interest in physics will receive a valuable introduction to electromagnetic theory. Prospective students

should have advanced knowledge of calculus and should be aware that, while homework isn't collected, lack of preparation will be reflected in quiz grades.

AS.171.303.01
Quantum Mechanics I
Chia Ling Chien

Overall quality of the class: 4.35

Summary:
The best aspects of the class included the Professor Chien's lectures, the patience and helpfulness of the TA, and the fluid presentation of course materials which most students had little prior knowledge of. Many students found that the online notes were disorganized and that the homework felt disconnected from the lectures and exams. Students also had problems with the textbook, which many called confusing and unhelpful when learning new concepts. Suggestions for improvement included more emphasis on real-world applications, more in-class examples, and more direct feedback during sections. Prospective students with an interest in quantum mechanics will receive a challenging but valuable introduction to the topic. Prospective students should have a solid background in physics, particularly wave mechanics.

AS.171.310.01
Biological Physics
Mark Robbins

Overall quality of the class: 3.53

Summary:
The best aspects of the class included the enthusiasm of the professor, the availability of the TA, and the interesting topics discussed, including the real-world application of physics to biological mechanisms. The professor's reliance on PowerPoint slides rather than a blackboard, even for derivations, made many of the lectures dryer and more confusing than they needed to be. Many students also felt that they were unable to follow the professor's work clearly. Students also found the textbook unhelpful in preparing for the class. Suggestions for improvement include utilizing hand-written notes during lecture, providing more explanation of information on slides, and adding more problem sets. Prospective students should have a foundation in Physics I and II and be prepared for a level of self-guided learning through practice problems. Prospective students are also encouraged to make use of TA office hours for concerns regarding any concepts.

AS.171.312.01
Statistical Physics/Thermodynamics
Norman Armitage

Overall quality of the class: 4.29

Summary:

The best aspects of the class included the engaging lectures and clear, consistent expectations. Some students felt the class attempted to cover too many concepts too quickly, making lectures uneven and difficult to follow. Student's also found grading to be slow and sections to be generally unhelpful, particularly when advanced concepts were introduced later in the semester. Suggestions for improvement include restructuring homework to relate more directly to class topics, making lectures more concise, and providing more in-class examples. Prospective students with an interest in physics will receive a valuable introduction to statistical applications of concepts in physics and thermodynamics. Prospective students should have a solid background in physics as well as statistics and should be prepared to allot time to weekly homework assignments.

AS.171.321.01
Introduction to Space, Science, and Technology
John MacKenty, Stephan McCandliss

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the interesting topics and engaging coursework, which included a trip to Goddard and a class project. Despite the interesting material, students found the lectures dry and unrelated to homework and exams. Students also felt the group work was difficult due to the large group size, which some students found led to a less focused class. Suggestions for improvement include making lectures more interactive, placing greater emphasis on the math involved in the homework, and consistently checking in with groups throughout the semester. Prospective students should have an interest in both astronomy and engineering and should have a basic understanding of physics and math. Students should also be prepared to work in large groups, as the final project is a large portion of the final grade.

AS.171.324.01
Statistical Thinking and Data Analysis
Brice Menard

Overall quality of the class: 3.91

Summary:
The best aspects of the class included the interesting, interactive content and wide variety of assignments. Many students were frustrated by the lack of organization, particularly the lack of clear expectations or a formal syllabus. Students also felt that Dr. Menard frequently abrasive, with some voicing concerns that they felt discouraged from asking questions in class. Suggestions for improvement included a providing a formal syllabus and more cohesive overall structure, as well as more constructive communication regarding grades and assignments. Prospective students will receive a valuable introduction to statistical analysis. Prospective students should have a solid background in mathematics, including advanced calculus and basic statistics, as well as an understanding of Python.

AS.171.333.01
Planets, Life and the Universe

Jocelyne Diruggiero, Naomi Levin, Colin Norman

Overall quality of the class: 4.30

Summary:
The best aspects of the class included the interesting topics and assignments and engaging guest lecturers. Students found some lectures to be disorganized, creating confusion while discussing complicated, high-level topics that left some students feeling lost. Suggestions for improvement include more structured lectures that relate more directly to assignments and allotting time early in the semester to establish a solid fundamental understanding before jumping into complex topics. Prospective students should be interested in a wide range of astronomical topics, however no previous background in the subject is required. Students should also be prepared to participate in dense in-class discussion.

AS.171.410.01
Physical Cosmology
Charles Bennett

Overall Quality of the class: 2.86

This class had 5 or fewer comments.

AS.172.203.01
Contemporary Phys Sem
Natalia Drichko

Overall quality of the class: 3.81

Summary:
The best aspects of the class included the breadth of topics covered and the exposure to real-world issues being discussed contemporary physics. Some students found the distribution of topics unbalanced, with an over-emphasis of condensed matter physics. There was also a noticeable range in the students' prior knowledge, leading some to suggest topics are too easy while others found discussions difficult to follow. Suggestions for improvement include more in-depth introductions of each topic and making student presentations graded rather than pass-fail to encourage more consistent quality. Prospective students with a background in physics will receive a valuable introduction to what is currently happening in the field. Although workload is light, students should be prepared to participate in discussions, group work, and presentations.

AS.173.111.01
General Physics Laboratory I
Chia Ling Chien, Jonathan Mumford

Overall quality of the class: 3.13

Summary:
The best aspects of the class included the straightforward progression of experiments, the relevance to students' other physics courses, and the experience students gained in statistical analysis, error propagation, and Excel. Students found the 24-hour due date for lab reports overwhelming, and many found the instructions for lab notes vague and unhelpful. Additionally, there was a major lack of consistency in TA instruction, and some students reported not feeling comfortable asking certain TAs for help or clarification. Suggestions for improvement include providing a clear standard for lab report quality, more lenient due dates, and a standardized, less opaque grading rubric for TA's to follow. Prospective students should have a solid understanding of calculus, statistics, and Excel, and should be prepared to begin lab reports early. Students should also be prepared to devote 4-8 hours per week to the course.

AS.173.112.01
General Physics Laboratory II
Chia Ling Chien, Jonathan Mumford

Overall quality of the class: 3.29

Summary:
The best aspects of the class included the interesting experiments, visual demonstration of concepts learned in Physics II, and consistent building of complexity throughout the semester. Students had issues with the workload, particularly with the 24-hour deadline for lab reports, which they wrote allows little time to ask additional questions or receive feedback on previous reports. Some students also felt that the grading criteria for lab reports was unclear and somewhat arbitrary. Suggestions for improvement include providing more detailed lab procedures, extending deadlines to 36-48 hours, and focusing labs less on error analysis and more on topics learned in Physics II. Prospective students should have a solid foundation in calculus, statistics, and Excel, and should be prepared to devote a significant amount of time to completing work outside of the lab, especially in the evening and morning immediately following class.

AS.173.115.01
Classical Mechanics Laboratory
Chia Ling Chien, Jonathan Mumford

Overall Quality of the class: 3.97

Summary:
The best aspects of the class included the small class size, fascinating demonstrations and lab apparatuses, and engaging final lab experiment. Students were unclear on the grading system, a problem compounded by the 24-hour deadline, which left little time for clarification of expectations. Suggestions for improvements include a providing a standard procedure for writing lab reports, devoting more time to explaining uncertainty and error propagation, and providing more guidance during the first few labs. Prospective students should have an interest in mechanics and will receive valuable experience applying concepts learned in Classical Mechanics. Prospective students should have a solid foundation in statistics and advanced calculus.

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

AS.190.204.01
Ancient Political Thought
Jane Bennett

Overall quality of the class: 4.38

Summary:
The best aspects of this course included the thought-provoking class discussions, well-curated readings, and knowledgeable instructor who was able to make the denser texts accessible and relevant. Some students disliked the class' early morning time slot and length and felt that there was an assumed knowledge of philosophy that they weren't prepared for. Suggestions for improvement include moving the class to the afternoon and assigning more readings by a wider variety of authors. Prospective students should have a passing knowledge of philosophy and be willing to participate during class discussion.

AS.190.209.01-08
Contemporary International Politics
Steven David

Overall quality of the class: 4.64

Summary:
The best aspects of this course included the thought-provoking lectures that were well-balanced in terms of referencing the assigned readings and making connections to contemporary political issues. Some students felt that too much reading was assigned and that the lack of graded assignments made the grading system overly harsh. Suggestions for improvement include adding more graded assignments by giving students a participation grade or adding more writing assignments to prepare them for the final paper. Students also felt that the course could be improved by condensing some of the readings assignments. Prospective students are advised that the course may have a heavier workload than they expect and that no background is necessary to succeed in the course.

AS.190.265.01-02
Comparative Political Behavior
Richard Katz

Overall quality of the class: 2.73

Summary:
The best aspects of this course included the interesting subject matter and helpful TA section which did an excellent job of explaining complex concepts and provided constructive feedback on their work. Some students felt that the readings assignments were overwhelming and that some of the readings were repetitive. A few students also felt the lectures could have been structured better. Suggestions for improvement include making the slides and lectures more concise and focusing the readings more on material that is relevant to the lectures. Prospective students are advised that having a general understanding of political systems and an interest in human behavior will benefit them greatly.

AS.190.281.01-04
Virtue, Labor, and Power (Classics of Political Thought II)
Samuel Chambers

Overall quality of the class: 4.12

Summary:
The best aspects of this course included the engaging lectures that succeeded in illuminating the assigned readings and the thought-provoking subject matter. Some students felt that some of the readings and final exam were extremely difficult. Suggestions for improvement include adding more graded assignments to offset the weight of the final exam and possibly adding a midterm to prepare students for the expectations of the final. Prospective students are advised that this course can be very intellectually challenging but is engaging overall.

AS.190.320.01-02
Politics of East Asia
Erin Chung

Overall quality of the class: 4.54

Summary:
The best aspects of this course included the interesting subject matter which provided students with a broad overview of the politics and history of the region, opportunities to work with their peers, and engaging instructor. Some students felt that the readings could be overly dense and that the course covered too much material in too short a span of time. Suggestions for improvement included reducing the amount of reading and utilizing the discussion board earlier in the semester as students found this very valuable. Prospective students will find that this course offers a valuable introduction to East Asia's politics, and while a background is helpful it isn't necessary.

AS.190.333.01-02
American Constitutional Law
Emily Zackin

Overall quality of the class: 4.21

Summary:
The best aspects of this course included the fascinating subject matter that provided an insightful introduction to constitutional law and engaging class discussions. Some students were frustrated that there seemed to be unclear expectations for the essays, and that there were perceived inconsistencies between the professor and the TA when it came to grades and feedback. Suggestions for improvement include setting a clearer standard for essay writing and grading. The course is highly recommended to students with have an interest in American history and political science.

AS.190.373.01
The Politics of Public Policy
Robert Lieberman

Overall quality of the class: 4.27

Summary:
The best aspects of this course included the engaging case studies covered and having former senator Barbara Mikulski share her first-hand experience working in public policy. Some students felt that the graded assignments were too concentrated at the end of the semester and that the expectations for students' policy memos were unclear. Suggestions for improvement include providing more guidelines for assignments and spending more time going over memo writing in class. Prospective students are highly recommended the course and only bring to the class their interest in public policy. The course is highly recommended to prospective students with an interest in public policy and does not require prior background in political science.

AS.190.379.01
Nationalism and the Politics Identity
Matthew Kocher

Overall quality of the class: 4.31

Summary:
The best aspects of this course included the thought-provoking readings assignments, interesting class discussions and passionate, knowledgeable instructor. Some students felt that the readings were sometimes too dense and that the class sessions were too long. Suggestions for improvement include adding a mid-session break and cutting down on the length of the readings or making them more accessible. Prospective students are advised that this is a heavily discussion-based course and that they should make sure to complete the readings to participate.

AS.190.394.01
Comparative Politics of the Middle East and North Africa
Sarah Parkinson

Overall quality of the class: 4.46

Summary:
The best aspects of this course included interesting and timely subject matter and knowledgeable instructor who provided well-curated readings, in-depth lectures, and engaging class discussions. Some students felt that expectations for papers were too high and that the readings were too dense at times. Suggestions for improvement include committing more time to class discussions and giving students more time to work on essays. Prospective students will receive an intellectually challenging but ultimately rewarding comprehensive overview of politics in the region. Prospective students are advised to keep up with the news and arrive prepared to discuss current events in class.

AS.190.396.01
Capitalism and Ecology
William Connolly

Overall quality of the class: 4.64

Summary:
The best aspects of this course included the diverse, thought-provoking readings and excellent class discussion led by a knowledgeable professor. Some students felt that there could have been a better balance between lectures and discussions and that the readings were at times overly theoretical and dense. Suggestions for improvement include reducing or making more accessible some of the readings. Prospective students are advised to allot time each week to complete their readings and prepare to participate in class discussions.

AS.190.402.01
Environmental Racism
Philip Brendese

Overall quality of the class: 4.47

Summary:
The best aspects of this course included the productive class discussions of content relevant to current events, well-curated readings, and accessible instructor. Some students felt that the class had an overwhelming amount of assigned readings and that class discussions sometimes went off track. Suggestions for improvement include finding a better balance between lecture and discussion and creating ways to make discussions more comfortable such as breaking students into groups. Prospective students will want to dedicate significant time to completing the readings and should come to class prepared to participate in class discussions.

AS.190.405.01

Food Politics
Adam Sheingate

Overall quality of the class: 4.69

Summary:
The best aspects of this course included the interdisciplinary nature of the subject matter, discussion-based structure, and well-organized course plans. Some students felt that expectations and instruction for the group project was lacking. A few students also felt that discussion could become dry at times due to a lack of participation. Suggestions for improvement include providing more instruction and guidance on the group project. Prospective students are advised that this is a relatively intensive course, although no background knowledge of food systems is necessary.

AS.190.407.01
Geopolitics, Nuclear Weapons and World Order
Daniel Deudney

Overall quality of the class: 4.55

Summary:
The best aspects of this course included the interesting subject matter and knowledgeable, engaging professor. Some students felt that too much of their final grade depended on two papers at the end of the semester, making it difficult to know where they stood in terms of performance. A few students also felt that the lecture sessions ran too long. Suggestions for improvement include adding a mid-term or making one of the papers due in the middle of the semester and providing more opportunities to discuss the material. Prospective students are advised that this course does assume background knowledge of its subject matter and is recommended for anyone interested in the politics of nuclear weapons.

AS.190.412.01
Political Violence
Steven David

Overall quality of the class: 4.95

Summary:
The best aspects of this course included the engaging professor who provided a good balance between lecture and discussion-based learning and the interesting, well-curated reading material. Some of the students felt that the grading wasn't distributed well enough across the semester making it hard to know where they stood in terms of their performance. Suggestions for improvement include spreading out the larger assignment across the semester and introducing new topics and more diverse reading assignments. Prospective students are advised that their grades will depend heavily on their participation in class discussions and that a background in international relations if helpful.

AS.190.443.01
Politics of Outer Space

Daniel Deudney

Overall quality of the class: 4.23

Summary:
The best aspects of this course included the unique subject matter and fascinating lectures that provided an in-depth introduction to a wide variety of topics. Some students felt that there was not enough discussion and debate during class and that the two final papers weighed too heavily upon the grade. Suggestions for improvement include providing students with more opportunities to improve their grades during the semester more time to discuss the material. Prospective students will receive a valuable introduction to a unique subject area. The course is recommended to students regardless of academic background or major.

AS.190.455.01
Comparative Racial Politics
Erin Chung

Overall quality of the class: 5.00

This class had 5 or fewer comments.

AS.190.498.01
Thesis Colloquium
Renee Marlin-Bennett

Overall quality of the class: 3.33

This class had 5 or fewer comments.

AS.190.102.01
Diasporas in World Politics
Yehonatan Abramson

Overall quality of the class: 4.08

Summary:
The best aspects of this course included the engaging in-class discussions and interesting, unique subject matter. Some students felt that expectations for assignments were unclear and that the grading system seemed at times inconsistent or arbitrary. Suggestions for improvement include having more interactive class activities such as group work and decreasing the amount of reading assigned. Prospective students are advised that the class may be more writing intensive than they expect and that grading is strict.

AS.190.104.01
Covert Action in International Politics

Tarek Tutunji

Overall quality of the class:

Summary:
The best aspects of this course included the thought-provoking class discussions, diversity of the reading material presented, and interesting topics covered. Some students felt that the reading assignments could have been more evenly distributed across the semester. Suggestions for improvement include categorizing the course as writing intensive and taking out some of the readings that seem redundant. Prospective students are advised that some background in international relations is helpful but not required, Prospective students should also be prepared to complete a significant amount of reading and writing.

AS.190.106.01
Freshman Seminar: Mass Incarceration and American Politics
David Dagan de Picciotto

Overall quality of the class: 5.00

Summary:
The best aspects of this course included the insightful and engaging instructor and intellectually stimulating readings that provided a basis for constructive discussions about mass incarceration in America. Some students felt that some of the readings could be repetitive and overly dense at times. Suggestions for improvement include providing more supplementary material for the readings to aid in their comprehension and help facilitate class discussion. Prior knowledge of the current state of the prison system is recommended and prospective students should be prepared to invest a considerable amount on the reading assignments.

AS.190.106.01
Arab-Israeli Conflict
Robert Freedman

Overall quality of the class: 4.53

Summary:
The best aspects of this course included the engaging lectures provided by an approachable and insightful instructor with a breadth of real-world experience in the field. Some students felt that the lack of linear structure in the lectures made them difficult to follow and that the amount of reading assigned was sometimes overwhelming. Suggestions for improvement included dedicating more class time to discussion and debate, and shorter and more focused readings. Students also suggested using online resources such as Blackboard to supplement the lectures, as well as distribute the articles and assignments. Prior knowledge of the subject is not necessary and prospective students will receive a valuable introduction to the Arab-Israeli conflict.

AS.191.344.01

Belonging to Nature in the Anthropocene
Stephanie Erev

Overall quality of the class: 4.50

Summary:
The best aspects of this course included a well-structured syllabus that covered a wide range of texts and perspectives on classical and contemporary views of nature. Students also appreciated the balance between time spent listening to lectures and discussing the readings. Some students felt that the readings were at times overly abstract and that there was an assumed knowledge of philosophical background that made the lectures difficult to follow. Suggestions for improvement include adding more guided discussion questions and increasing the amount of contemporary texts covered. Prospective students are advised that having a background in philosophy is helpful and that being prepared to discuss the material is essential to succeeding.

AS.191.345.01
Russian Foreign Policy
Robert Freedman

Overall quality of the class: 4.39

Summary:
The best aspects of this course included the well-structured lectures and interesting course material taught by the knowledgeable instructor. Students also found the course to be extremely relevant to the present-day and enjoyed going over the week's news. Some students felt that covering such a long period of history led to an overwhelming amount of material to review and that the final paper weighed too heavily on their final grade. Suggestions for improvement included utilizing Blackboard to put resources online and clarifying what information they should focus on for their tests and final paper. Prospective students are advised to take careful notes during lecture and remain up to date on current events regarding Russia.

AS.191.372.01
Making Social Change
Shayna Strom, Vanessa Williamson

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the excellent guest speakers and intellectually stimulating class discussions. Some students felt that there was a lack of coordination between the instructors and that expectations for assignments were at times unclear. Suggestions for improvement include providing clearer expectations, especially for the final assignment, and spending more time connecting the readings with what was going on in the class. Prospective students will receive a valuable, discussion-driven introduction to social change and should be prepared to complete all readings before class.

AS.191.375.01
Thinking Organizationally about Politics
Steven Teles

Overall quality of the class: 4.80

Summary:
The best aspects of this course included course material that students found incredibly relevant and applicable to the real world. Students also appreciated the well-curated readings and engaging lectures. Some students felt that there was a lack of feedback on their work which made it hard for them to know how they were doing in the class. Suggestions for improvement include receiving more timely feedback on assignments and providing more time for class discussion and debate. Prospective students will receive a challenging but ultimately rewarding introduction to political organizing and should be prepared to invest time in a heavy reading load.

AS.191.376.01
Public Policy Writing
Philip Longman

Overall quality of the class: 4.40

Summary:
The best aspects of this course included the detailed feedback that students found helpful in improving their writing skills, one-on-one meetings with the instructor, and the real-world applicability of the material. Some students felt that the instructor's constructive criticism could sometimes be discouraging and that the group workshops were sometimes unproductive and difficult to participate in. Suggestions for improvement include having more opportunities for individual sessions with the instructor and focusing the course on fewer writing styles. Prospective students will find that this course will significantly improve their writing abilities if they accept and reflect on the feedback provided.

AS.191.379.01
Thinking Strategically
Karl Mueller

Overall quality of the class: 4.53

Summary:
The best aspects of this course included the applicability of the subject matter, creative assignments that students found intellectually challenging, and engaging class discussions. Some students felt that the class sometimes moved at too fast a pace and that the amount of reading assigned was sometimes overwhelming. Suggestions for improvement included trimming down the size of the readings and allotting more time for discussion. A background in game theory is highly recommended and prospective students should be prepared to allot a significant amount of time to completing the readings.

AS.191.381.01

Education Policy
Frederick Hess

Overall quality of the class: 4.93

Summary:
The best aspects of this course included the productive class discussions led by an engaging professor that challenged student's preconceptions on education policy. There were few complaints by students; however, some did feel that there were too many assigned readings. Suggestions for improvement include having the course run a full semester, clarifying the main takeaways at the end of lecture, and including more input from the professor. Prospective students will receive a valuable, thought-provoking overview of U.S. education policy and should be prepared to complete dense weekly reading assignments.

AS.191.382.01
Thinking Economically
Heather Boushey, Todd Tucker

Overall quality of the class: 4.27

Summary:
The best aspects of this course included the large breadth of topics covered, engaging guest speakers, and subject matter that was applicable to the real world. Students also enjoyed the presentation project. Some students felt that there was too great a disparity between students when it came to their background knowledge of economics and that it ultimately harmed the class. A few students also felt that the topics covered were too broad, making the lectures hard to follow at times. Suggestions for improvement include narrowing the scope of the course and using more real-world examples to show the applicability of the material being taught. Prospective students are recommended the course but advised that it is aimed at students who have less of a background in economics.

AS.191.383.01
Visualizing Data
Georgia Bullen

Overall quality of the class: 3.60

Summary:
The best aspects of this course included the variety of software programs covered and the professional applicability of the material. Some students felt that the course was sometimes disorganized and that the varying levels of computer literacy made for an uneven, less productive learning environment. Suggestions for improvement include distributing written reference or refresher sheets at the beginning of classes and making lecture plans more structured. Prospective students will receive a valuable introduction to tools and skills that will prove essential in a broad range of fields.

AS.191.389.01

The Politics of Race and Ethnicity in the Postcolonial Society
Eleanor Thornton

Overall quality of the class: 3.56

Summary:
The best aspects of this course included the intellectually challenging material covered, interesting readings, and constructive class discussion and debate. Some students felt that the readings were overly dense and abstract and that there was limited feedback from the instructor. Suggestions for improvement include focusing the course on fewer topics and adding readings that give a better introduction to the theories being discussed in class. Students also would have liked more guidance on assignments. Prospective students are advised that this is a writing intensive course and that the readings cover advanced material, but overall the course is interesting and helpful.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
PROFESSIONAL COMMUNICATION

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

EN.661.110.01
Professional Writing and Communication
Robert Graham

Overall quality of the class: 4.50

Summary:
The best aspects of this course included the engaging lectures and insightful instruction covering topics that students found relevant to future success in the business world. Students also found the practical assignments and peer review activities to be extremely useful. Some students felt that deadlines were sometimes unclear or inconsistent. Suggestions for improvement included following the syllabus more closely and incorporating more writing analysis and peer editing assignments. The course is recommended for prospective students interested in improving their business and professional writing.

EN.661.110.02; .05
Professional Writing and Communication
Trevor Mackesey

Overall quality of the class: 4.37

Summary:
The best aspects of this course included the applicability of the material to student's future academic and professional lives, highly structured format, and useful feedback given by the instructor. Some students felt that the material was very dry at times and that the course's workload was inconsistent across the semester. Suggestions for improvement included spreading out the workload more evenly across the semester and adjusting the weight of the final assignment. Prospective students are advised that they should be wary of procrastinating when beginning assignments and that time management is important given the course's workload.

EN.661.110.06
Professional Writing and Communication
Laura Davis

Overall quality of the class: 4.33

Summary:
The best aspects of this course included the real-world applicability of the skills taught, the opportunity for students to work on their resumes, and the helpful and accommodating professor. Some students felt that the course sometimes seemed disorganized, that there were too many assignments, and that deadlines were sometimes unclear. Suggestions for improvement included setting deadlines earlier in the semester and giving prompter and more specific feedback on their assignments. Prospective students are advised that there will be weekly writing assignments but that the course workload is manageable overall.

EN.661.110.08-09
Professional Writing and Communication
Caroline Wilkins

Overall quality of the class: 4.24

Summary:
The best aspects of this course included helpful peer review sessions that enabled students to work together to improve each other's writing. Students also appreciated the approachable, knowledgeable professor and the freedom they were given in choosing topics. Some students felt that feedback was not timely enough and that there was a lack of access to their grade throughout the semester. Suggestions for improvement included creating a clearer grading rubric for the course and updating Blackboard with grade information throughout the semester. The course is recommended to prospective students with an interest in improving their business writing. Be aware that while the course is writing-intensive the workload is very manageable.

EN.661.111.01
Professional Writing and Communication for International Students
Shelley Etzine

Overall quality of the class: 4.38

This course had 5 or fewer comments.

EN.661.128.01
Improvisational Techniques for Communication
Tavish Forsyth

Overall quality of the class: 4.36

Summary:
The best aspects of this course included the interactive nature of the class that enabled students to consistently practice the skills they learned. Students also enjoyed the opportunity to see live local improv performances. Some students felt that there was too much writing required for a class that isn't considered writing intensive and that the journal assignments could be tedious at times. Suggestions for improvement included reducing the amount of writing required or being more lenient in the grading of the writing assignments. Prospective students are advised that they should be prepared to step outside of their comfort zones for this performance-based course.

EN.661.128.02
Improvisational Techniques for Communication
Michael Hartwell

Overall quality of the class: 4.40

This course had 5 or fewer comments.

EN.661.250.01-02
Oral Presentations
Kevin Dungey

Overall quality of the class: 4.49

Summary:
The best aspects of this course included the detailed feedback given by a professor who appeared very invested in student success. Students also appreciated the frequent opportunities to develop their public speaking skills through frequent presentations. Some students felt that the grading system was overly harsh and that there were too few graded assignments, which made it difficult for them to improve their grade if they previously lost points. Suggestions for improvement included giving students more opportunities to improve their grades. Prospective students will find that this course is an excellent opportunity to develop their public speaking skills and become more comfortable speaking in front of an audience.

EN.661.250.03
Oral Presentations
Jason Heiserman

Overall quality of the class: 4.50

Summary:
The best aspects of this course included an engaging professor who gave honest and constructive criticism of student presentations. Students also found the classroom environment to be comfortable and stress-free and the skills acquired in class to be applicable to their lives. Some students felt that the reading assignments were sometimes overlong and that the workload was demanding. Suggestions for

improvement included making grades less dependent on group presentations. Prospective students are advised that they should be prepared to present once a week.

EN.661.250.04-05
Oral Presentations
Andrew Kulanko

Overall quality of the class: 4.48

Summary:
The best aspects of this course included the frequent opportunities to practice public speaking in a supportive environment and the constructive feedback given by the professor and other students. Some students felt that the assigned readings could be overlong and tedious at times. Suggestions for improvement included reducing regular quizzes and providing a clearer grading rubric. Prospective students are encouraged to take the course even if they are afraid of public speaking as the class provides a supportive environment for overcoming their fear. Be advised that completing the assigned readings is necessary to succeed in the course.

EN.661.250.06
Oral Presentations
Trevor Mackesey

Overall quality of the class: 4.92

Summary:
The best aspects of this course included the opportunity to practice public speaking skills and the helpful feedback from an engaging and dedicated professor. Some students felt that the required readings were less than helpful and that class periods were too long. Suggestions for improvement included meeting more frequently for shorter periods and cutting back on the assigned readings. Prospective students are advised that while the course requires a significant amount of work they will see a marked improvement in their public speaking skills.

EN.661.250.07
Oral Presentations
Charlotte O'Donnell

Overall quality of the class: 4.50

Summary:
The best aspects of this course included the professor's support and feedback, applicable prompts for assignments, and comfortable environment in which students could develop their public speaking skills. Some students felt that the course could be overly time-consuming, and that the class periods were too long. Suggestions for improvement included more frequent feedback, especially for journal entries, and adding more variety to the structure of the course. Prospective students are advised that they will be expected to present once a week, and that the course is challenging but ultimately rewarding.

EN.661.251.01
Oral Presentations for International Students
Laura Davis

Overall quality of the class: 4.91

This class had 5 or fewer comments.

EN.661.301.01
Writing for the Law
Mark Franceschini, Douglas Sandhaus

Overall quality of the class: 4.64

Summary:
The best aspects of this course included the hands-on experience students received working on actual law assignments and the knowledgeable and engaging professors. Some students felt that the grading rubric and assignment instructions were at times unclear. Suggestions for improvement included creating a consistent grading rubric. Prospective students are advised that the bulk of their grade will be based on their writing assignments and that the course is quite writing intensive.

EN.661.315.01
Culture of the Engineering Profession
Robert Graham

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the applicable subject matter that helped students develop the soft skills required for success in the field of engineering and the hands-on nature of the assignments. Some students felt that the workload was unreasonably heavy and that assignment deadlines were placed too close together. A few students also felt that there were too many group projects. Suggestions for improvement included spacing out the assignments more evenly throughout the semester and allowing students to switch groups for each project. Students also suggested allotting more time for job-seeking skills, such as resume writing and interview preparation. Prospective students are advised that the course involves a significant workload and that they should be careful of using the passive voice in their writing.

EN.661.317.01
Culture of the Medical Profession
Jenny Bernstein

Overall quality of the class: 5.00

Summary:
The best aspects of this course included the insightful readings that led to lively class discussions and the engaging guest speakers who were able to provide background to the material covered via their own experiences in the medical profession. Some students felt that expectations for assignments were at times unclear and that more direction could have been provided concerning their projects. Suggestions for improvement included clearly communicating project guidelines and due dates. Prospective students with a medical background and those interested in pursuing a career in the medical field will gain valuable, in-depth knowledge of the medical profession. Students will find that the course is only rewarding if they are willing to put the effort into completing the readings and participating in class discussions.

EN.661.329.01
Improv for Science, Technology and Industry
Tavish Forsyth

Overall quality of the class: 4.25

This class had 5 or fewer comments.

EN.661.361.01
Corporate Communications & P.R.
Leonard Foxwell

Overall quality of the class: 4.40

Summary:
The best aspects of this course included the interesting subject matter and enthusiastic instructor who was able to synthesize their own personal experiences into engaging lectures. Some students felt that the lectures were at times repetitive due to overly long class periods and that too much of the material focused on political communications. Suggestions for improvement included maintaining a greater focus on corporate communications and reducing the focus on politics. Prospective students are advised that class attendance is very important and that the bulk of their grade is derived from essay assignments.

EN.661.370.01
Visual Rhetoric
Charlotte O'Donnell

Overall quality of the class: 4.56

Summary:
The best aspects of this course included the opportunity to be creatively challenged and learn practical skills such as using Adobe Illustrator software and the variety of design principles covered. Students also found that the instructor's guidance and feedback were very helpful. Some students felt that too much of the learning happened outside of the classroom and that too much of the class period was lecture-

based. Suggestions for improvement included restructuring classes to allow more guided instruction using the software discussed. Prospective students are advised that the course requires them to spend a significant amount of money on the software and that no background in graphic design is necessary.

EN.661.380.01
Business Analytics
Adam Treiser

Overall quality of the class: 3.83

Summary:
The best aspects of this course included hands-on experience using Microsoft Excel to perform analysis of real-world data and the subject matter's applicability to students' future careers. Some students felt that the projects were overly difficult and not necessarily connected to the material covered in class, and that instructions on assignments were sometimes unclear. Suggestions for improvement included closing what students perceived to be a gap between material covered in class, quizzes, homework, and the projects. Some also suggested providing more guidance and clearer expectations for their projects. Prospective students are advised that a background in Microsoft Excel is helpful and that the course has a steep learning curve, particularly in the first half of the semester.

EN.661.613.01
Professional Writing and Communication for International Students: Financial Math
Denise Link-Farajali

Overall quality of the class: 4.36

This class had 5 or fewer comments.

EN.661.713.01
Advanced Communication for International Students: Financial Math
Denise Link-Farajali

Overall quality of the class: 4.67

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
PROGRAM IN LATIN AMERICAN STUDIES

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

AS.361.130.01
Introduction to Latin American Studies
Emma Cervone

Overall quality of the class: 3.30

This class had 5 or fewer comments.

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

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

AS.200.101.01
Introduction to Psychology
Charles Firestone

Overall quality of the class: 4.71

Summary:
The best aspects of this course included the engaging, interactive lectures, approachable instructor, and interesting topics that provided a solid foundation in psychology. Some students felt that the multiple-choice questions on the exam were unnecessarily tricky and specific, and that it was hard to catch up on lectures if a class was missed because of unhelpful lecture slides. Students also felt that they did not receive timely feedback on their exams and that the class was too large. Suggestions for improvement included providing more study aids such as recorded lectures, lecture slides with more text, or lecture notes. Students also suggested returning exams for review and providing clearer exam questions. Prospective students will receive a great introduction and overview to the field of psychology and are advised to finish the readings before attending lecture.

AS.200.130.01
Good Vibrations
Michaela Warnecke

Overall quality of the class: 4.63

Summary:
The best aspects of this course included interesting subject matter which provided a breadth of material related to acoustics from physics to neuroscience, and engaging interactive projects such as building headphones. Some students felt that the exams were unnecessarily difficult and were frustrated by what they considered tricky multiple-choice questions. Suggestions for improvement include improving the exams so that they relied less on "'select all that apply' questions" and were more in-line with the depth of the material covered in class. Prospective students are recommended the course which, while not requiring a lot of background knowledge, does assume knowledge of basic calculus and biology.

AS.200.132.01
Introduction to Developmental Psychology
Lisa Feigenson

Overall quality of the class: 4.49

Summary:
The best aspects of this course included interesting lectures that students found dynamic and fascinating and the well-structured writing assignments. Some students felt that the pace of the lectures and slides could at times move too fast to take useful notes and that the exams suffered from questions that were unclear. A few students also felt that the essays were graded too harshly. Suggestions for improvement include posting recorded lectures or lecture notes online and reducing the amount of readings from the textbook. Prospective students do not require a background in psychology and should expect a great introduction to the field of developmental psychology. Prospective students are also advised to attend all lectures as it will very hard to catch up if they do not.

AS.200.133.01
Introduction to Social Psychology
Stephen Drigotas

Overall quality of the class: 3.95

Summary:
The best aspects of this course included the interesting, well-organized subject matter presented by an engaging instructor and fair exams that students felt directly connected to the material covered in lecture. Students also appreciated the opportunities they were given to receive extra credit. Some students felt that the essay portion of the exams were graded too subjectively and not returned to them, and that the lectures sometimes moved at too fast a pace. Suggestions for improvement included removing the essay questions from the exams or creating a clearer grading rubric for them. Students also suggested posting lecture notes online, and provide additional assignments so that the exams don't weigh so heavily on the final grade. Prospective students are advised that attending every class session is absolutely necessary to their success, and that they should take careful notes.

AS.200.141.01
Foundations of Brain, Behavior and Cognition
Linda Gorman

Overall quality of the class: 4.37

Summary:
The best aspects of this course included insightful lectures that provided a thorough introduction to neuroscience, the availability of online resources including recorded lectures, and helpful review sessions. Some students felt that there was too much content covered at too fast a pace, and that the lecture notes provided too much unnecessary information. A few students also felt that the exams were

unreasonably difficult and graded too harshly. Suggestions for improvement include covering less content so as to give more to time for discussing the topics in more depth. Students also suggested giving more time between exams and giving them more opportunities to test their understanding of the material such as homework assignments or quizzes. Prospective students are recommended this course as it offers a challenging but rewarding introduction to neuroscience.

AS.200.202.01
Forensic Psychology
Chelsea Howe

Overall quality of the class: 4.37

Summary:
The best aspect of this course was the interesting subject matter taught by an enthusiastic instructor who, being currently in practice, was able to provide fascinating real-world examples of the topics they were covering. Students also appreciated the detailed feedback on their assignments and engaging writing assignments. Some students felt that the lectures and slides were at times disorganized, and that they were unprepared for the class to be writing intensive. Suggestions for improvement include adding more interactive material such as discussion or formal case studies and providing more guidance and feedback on the assignments. Prospective students are advised that the course, while not advertised as such, is writing intensive and that they should be sure to start their papers early.

AS.200.204.01-02
Human Sexuality
Chris Kraft

Overall quality of the class:

Summary:
The best aspects of this course included the interesting and open in-class discussions, content that provided an expansive view of the diversity of human sexuality, and a knowledgeable and engaging instructor. Some students felt that there wasn't enough feedback on their assignments and that the exams failed to accurately reflect the course material. Suggestions for improvement included making it clearer what material students will be tested on and having more time in class dedicated to discussion. Prospective students are recommended the course; however, they should be prepared to discuss topics that might make them uncomfortable.

AS.200.207.01-04
Research Methods in Experimental Psychology
Jeffrey Bowen

Overall quality of the class: 4.09

Summary:

The best aspects of this course included the well-structured and engaging lectures, a comprehensive overview of the topics covered, and the experiments which added a practical component to the concepts being taught. Some students felt that they weren't given enough time to complete assignments, and that the feedback received on the assignments was unclear and at times less than helpful. Suggestions for improvement included giving students more time to complete their assignments or assigning fewer and providing more detailed feedback on their returned assignments. Prospective students are advised that they should choose their research topic early and to confirm it with the professor.

AS.200.209.01
Personality
Chelsea Howe

Overall quality of the class: 4.57

Summary:
The best aspects of this course included an engaging professor who was able to apply the topics covered to the real-world via personal stories and experiences, and interesting subject matter. Some students felt that the course should have been considered writing intensive due to the amount of writing assignments. A few students also felt that the class sessions were too long, and that the quizzes felt tedious. Suggestions for improvement included making the course officially writing intensive and providing more guidance on case conceptualization. Prospective students are advised that they should be prepared to do a lot of writing in this class and to consult the textbook if they are having trouble understanding the concepts.

AS.200.211.01
Sensation & Perception
Jason Fischer

Overall quality of the class: 4.63

Summary:
The best aspects of this course included the high-quality lectures that were posted online, the use of demonstrations that helped to reinforce the concepts being taught, and a personable and engaging instructor. Some students felt that only having 3 grades made it hard to know where they stood in class and gave them too little leeway on their final grade. A few students also felt that the exams had too many overly specific multiple-choice questions. Suggestions for improvement include providing more online resources such as recorded lectures and lecture notes and adding more graded assignments or practice problems. Prospective students do not require experience in psychology and should expect a valuable introduction to a fascinating topic. Prospective students are also advised that buying the textbook isn't required.

AS.200.222.01
Positive Psychology
Justin Halberda

Overall quality of the class: 4.52

Summary:
The best aspects of this course included the uplifting content, applicable intervention methods that promote positive thinking, and a passionate professor the students found very engaging. Some students felt that the final paper was too long and overly time-consuming, and that the journal assignments felt tedious at times. A few students also felt that their final grade was based on too few factors and that the exams were difficult and memorization heavy. Suggestions for improvement include spending more time on exam preparation and restructuring the journal assignments by making them more infrequent or more relevant to the course material. Prospective students are recommended this course even if they have no background in psychology and can expect valuable lessons they learn will benefit them in their daily lives.

AS.200.306.01
Psychology in the Workplace
Heather Roberts Fox

Overall quality of the class: 4.06

Summary:
The best aspects of this course included the interesting and applicable content, and a knowledgeable instructor who engaged the students with an enthusiasm for the subject matter. Some students felt that the lectures were unorganized, and that expectations for the assignments as well as their due dates were sometimes unclear. Suggestions for improvement include providing a grading rubric for the assignments, and better organizing the overall class structure. Prospective students are recommended the course even if they are not students of psychology because they will find the takeaways very beneficial to their lives after graduation.

AS.200.313.01
Models of Mind and Brain
Christopher Honey

Overall quality of the class: 3.93

Summary:
The best aspects of this course included the cutting-edge subject matter that connected many branches of cognitive science, interesting project-based assignments, and the opportunity to learn to code in Python. Some students felt that some of the content felt too advanced for their level, and that at times the course seemed unorganized and that there were too many things going on at once. A few students also felt that the course could have used some pre-requisites to better prepare students for the material covered. Suggestions for improvement include covering less content in order to create better organized and more structured lectures and providing more opportunities to practice coding. Prospective students should have a solid background in cognitive science as well as Python.

AS.200.319.01
Sensing & Action in Predator/Prey Encounters
Melville Wohlgemuth

Overall quality of the class: 4.75

This class had 5 or fewer comments.

AS.200.321.01
Child and Adolescent Psychopathology
Alison Papadakis

Overall quality of the class: 4.72

Summary:
The best aspects of this course included the case study assignments that allowed students to apply what they had been learning in class, engaging lectures, and helpful supplementary recorded material. Some students felt that the course overlapped too often with Abnormal Psychology and because of this sometimes felt repetitive. Students also felt that lectures sometimes moved at too fast a pace and that the end of the semester felt generally rushed. Suggestions for improvement include revising the mid-term so that it's shorter, providing more options for the case study assignment, and reducing the number of topics covered so that more time could be dedicated to each. Prospective students should have a great interest in clinical psychology and are advised to review their understanding of Abnormal Psychology before taking the class.

AS.200.326.01
Law, Psychology and Public Policy
Paul Hofer

Overall quality of the class: 3.43

This class had 5 or fewer comments.

AS.200.333.01
Advanced Social Psychology
Stephen Drigotas

Overall quality of the class: 4.15

Summary:
The best aspects of this course included insightful discussions, a final project that allows students the opportunity to research a topic in-depth, and the breadth of topics covered. Some students felt that there was a lack of feedback on their assignments and that the grading rubric was unclear. A few students also thought that some of the readings were overly long and dense. Suggestions for improvement include having regular access to their grades and being given back their graded

assignments. Prospective students are advised that they should complete all the readings and be prepared to speak in class as a good portion of their grade is based on participation.

AS.200.344.01
Behavioral Endocrinology
Kirsten Bohn

Overall quality of the class: 4.09

Summary:
The best aspect of this course were the reading assignments, which were largely primary literature articles, and allowed students the opportunity to develop and improve their ability to read them. Students also appreciated the engaging class discussions and interesting lectures. Some students felt that it was unclear what material would be covered on exams, which were overly difficult. Suggestions for improvement include recording lectures, creating more detail lecture slides and going creating a review session or study guide for exams. Prospective students are advised that the focus of the course is mainly on animals and that, while not required, a background in neuroscience or biochemistry is highly recommended.

AS.200.382.01
Models of Psychotherapy
Alison Papdakis

Overall quality of the class: 4.82

Summary:
The best aspects of this course included the seminar style that allowed for engaging class discussion, the case study assignments, and the breadth of treatments covered. Some students felt that the workload was overly heavy and that the grading, especially the participation grading, was too harsh. Suggestions for improvement include reducing the amount of homework and readings assigned and changing the way that participation is graded in the class. Prospective students are advised that they should begin their papers early and are recommended the course as a great way to better understand what it is to be a psychologist.

AS.200.386.01
Animal Cognition
Peter Holland

Overall quality of the class: 4.29

Summary:
The best aspects of this course included the Panopto recordings of the lectures and the engaging professor whose lectures were able to cover a breadth of topics while still offering depth. Some students felt that the overall grade was weighted far too heavily on 2 assignments and that there was a lack of student-professor interaction and discussion. Suggestions for improvement include having more

in-class discussion and grading participation or adding more assignments to better distribute the final grade across the course. Prospective students are advised that while background familiarity of animal behavior and cognitive science are helpful they are not necessary as this course provides an excellent introduction.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
PUBLIC HEALTH STUDIES

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

AS.280.101.01-04
Introduction to Public Health
Maria Bulzacchelli

Overall quality of the class: 4.21

Summary:

The best aspects of this course included the professor's knowledge and attentiveness, well-structured and interesting content, and engaging discussions. Students also praised the helpfulness of the TAs. Some students felt that lectures could be unengaging on occasion. Class discussions were described as overlong and off-topic at times. Suggestions for improvement include posting lecture notes online, adding more discussion time to sections, and guiding discussions more effectively during lectures. Prospective students should expect a broad survey course with a manageable workload. No prior knowledge is required.

AS.280.103.01
Public Health, Policy and Politics: A Primer
Peter Beilenson

Overall quality of the class: 4.53

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, interesting and relevant subject matter, engaging guest lectures and stimulating class discussions. Negative feedback focused on the minimal feedback on assignments and the lack of a grading rubric. Students mentioned that room regularly had audio and temperature problems. It was also pointed out that a number of students would sign in for class and then leave. Suggestions for improvement included reducing the class size, adding more diverse guest lecturers, and instituting clicker questions to encourage students to

stay for the entire class. Moving the class to a better location was also recommended. Prospective students should expect an intellectually stimulating and rewarding course with a manageable workload.

AS.280.225.01
Population, Health and Development
Stanley Becker

Overall quality of the class: 3.28

Summary:

The best aspects of this course included the professor's knowledge and engagement, fascinating and relevant material, and interesting group presentations. Negative feedback included inconsistent grading, extremely heavy workload, and unengaging and disorganized lectures. Suggestions for improvement include supplying a standardized grading rubric for all TAs, providing more detailed and exam-relevant lecture slides, and reducing the amount of homework. Prospective students should expect an intellectually challenging, homework-intensive course that requires heavy memorization at times. No background in public health is required.

AS.280.329.01
The Good, the Bad, and the Ugly: Scientific Writing in Public Health
Roland Thorpe

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the professor's knowledge and engagement, well-organized content, and frequent and helpful comments on student research papers. Some students felt that the feedback was at times inconsistent and that instructions for assignments often lacked clarity, especially at the beginning of the semester. Suggestions for improvement include providing earlier guidance on the research paper and instituting longer or more frequent one-to-one meetings with the instructor regarding the progress of the final project. Prospective students should expect a writing-intensive course that is extremely beneficial for those who plan on conducting research or writing a senior thesis.

AS.280.335.01
The Environment and Your Health
Joseph Bressler, Megan Latshaw, James Yager

Overall quality of the class: 3.89

Summary:

The best aspects of this course included the professors' enthusiasm and engagement, interesting and relevant content, and stimulating guest lectures. Negative feedback included ineffective breakout

sessions, unengaging lectures at times, surprisingly difficult exams, and group projects that featured six students, which posed logistical challenges. Suggestions for improvement include eliminating or reducing breakout sessions, instituting more in-depth review sessions, increasing discussion in lectures, adding more essay questions to exams, and creating more grading opportunities. Prospective students should expect an intellectually challenging, reading-dependent course with a manageable workload.

AS.280.345.01-10
Public Health Biostatistics
Leah Jager, Margaret Taub

Overall quality of the class: 4.14

Summary:

The best aspects of this course included the professors' knowledge, interesting and practical subject matter, helpful online resources, valuable sections and multiple grading opportunities. Students also praised the quality and helpfulness of the TAs. Some students felt that the lectures could often be unengaging, the pre-class videos lengthy, and the grading harsh. A few students thought the class wasn't challenging enough. Suggestions for improvement included providing a grading rubric for projects, quizzes and exams; giving partial credit on test problems; and allowing more time for quizzes. Students also mentioned making lectures more interactive and faster-paced, aligning videos and lectures to reduce redundancy, and going to a smaller class size. Prospective students should expect an intellectually challenging, project-based course. Class has an optional final. Some background in epidemiology will prove helpful.

AS.280.346.01
Advanced Biostatistics Laboratory
Leah Jager, Margaret Taub

Overall quality of the class: 4.47

Summary:

The best aspects of this course included the professors' knowledge, enthusiasm and encouragement; interesting material with real-life applications; and the opportunity to learn R software. Some students felt that the assignments sometimes lacked clarity and that there were occasional technical problems with R software. Suggestions for improvement include providing timelier feedback on assignments, communicating clearer instructions on projects, and adding more interactive exercises in class. A better training for Github was also recommended. Prospective students should expect an intellectually stimulating course that serves as an excellent companion to Public Health Biostatistics. No prior knowledge is required.

AS.280.350.01-04
Fundamentals of Epidemiology
Ian Saldanha, Michael Schneider

Overall quality of the class: 4.15

Summary:

The best aspects of this course included the professors' knowledge, enthusiasm and approachability; relevant and applicable material; and engaging guest lectures. Some students felt that lectures were unengaging and too PowerPoint-dependent at times, sections were often inconsistent and depended on the quality of the TA, and that the workload could be quite heavy. Suggestions for improvement included recording lectures for study purposes, adding clicker questions and more interactivity to class, implementing shorter sections, and adding more questions to exams and reducing homework. Prospective students should expect an intellectually challenging survey course with a manageable workload. Some familiarity with biostatistics will prove beneficial.

AS.280.399.01
Community-Based Learning – Practicum Community Health Care
Lee Bone, Laura Foster

Overall quality of the class: 4.20

Summary:

The best aspects of this course included the engaging guest lectures and opportunity to work at a community-based organization (CBO). Negative feedback included the difficulty of fulfilling the 45-hour internship requirement, which often depended on the work available at the CBO. Some students also mentioned that class lectures would often run late. Suggestions for improvement included providing clearer guidelines about internship requirements, sharing better information about participating organizations, and streamlining the assignment process, which was often confusing. Communicating details about the final project earlier in the semester was also mentioned. Prospective students should expect an intellectually stimulating, time-intensive, and rewarding course that requires an internship at a CBO.

AS.280.431.01
Beyond Borders: Migration, Ethics, and Public Health
Rachel Fabi

Overall quality of the class: 4.79

Summary:

The best aspects of this course included the professor's knowledge, enthusiasm and engagement; compelling and relevant subject matter; stimulating discussions; and well-structured classes. Some students felt that reading assignments could be excessive at times. Suggestions for improvement include providing more examples when discussing theories and reducing the amount of reading assignments. Prospective students should expect an intellectually challenging, reading-intensive course that requires effective time management skills.

AS.280.432.01
Statistical Thinking for Informed Decision Making
Leslie Myint

Overall quality of the class: 4.67

This class had 5 or fewer comments.

AS.280.433.01.FA17:
How to Feed the World: Perspectives in Global Food and Nutrition Security
Marie Spiker

Overall quality of the class: 5.00

Summary:

The best aspects of this course included the professor's knowledge, passion and engagement; interesting and relevant subject matter; stimulating discussions and guest lectures; and well-structured class format. A few students felt that the amount of reading quizzes was excessive. Suggestions for improvement included reducing the reading quizzes to once a week and incorporating a field trip to an urban farm or food production facility. Prospective students should expect an intellectually stimulating, reading-intensive, interdisciplinary course. The class is highly recommended for public health majors, though no prior background is required.

AS.280.434.01
Public Health Nutrition in Latin America
Angela Trude

Overall quality of the class: 4.59

Summary:

The best aspects of this course included the compelling subject matter, engaging class discussions, and the professor's knowledge, enthusiasm and commitment. Students agreed that the class would run late at times and that the Instagram project seemed ineffective. Suggestions for improvement include practicing better time management, spreading out assignments and varying the structure of the class. Prospective students should expect an intellectually demanding, reading-intensive course that requires regular class attendance. Prior knowledge of Latin America and international health is helpful but not required to succeed.

AS.280.435.01
Alcohol Use and Social Disparities: A Public Health Perspective
Pamela Trangenstein

Overall quality of the class: 4.21

Summary:

The best aspects of this course included the professor's knowledge and engagement, interesting subject matter, stimulating guest lectures, and timely feedback on assignments. Some students felt that the expectations for papers were extremely high for an undergraduate class. Suggestions for improvement included replacing one paper with smaller assignments, adding a lecture or review section on proper referencing and data searching, and spreading out assignments. Prospective students should expect an intellectually challenging, writing-intensive course that requires a significant time commitment. Some familiarity with research and citation methods is recommended.

AS.280.495.01
Honors in Public Health – Seminar
Jennifer Schrack

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the professor's knowledge and enthusiasm, clear expectations, and the opportunity to conduct independent research. Some students felt that the lectures were unengaging at times and that the feedback on outlines was often minimal. Suggestions for improvement included providing example theses, better communication regarding deadlines, and more detailed feedback on outlines. Prospective students should expect an intellectually demanding, writing-intensive course that requires excellent time management skills. It is recommended to have a project topic and mentor before enrolling in this class.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS

FALL 2017

SOCIOLOGY

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

1-Poor

2-Weak

3-Fair

4-Good

5-Excellent

AS.230.101.01-08
Introduction to Sociology
Timothy Nelson

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the low-stress environment that enabled students to learn at their own pace and the professor's ability to make basic concepts engaging through detailed lectures and real-world examples. The study guides for exams were too long and considered unhelpful for studying. Some students also felt that sections were less productive than they could have been and that there was little feedback on written assignments. Suggestions for improvement include more structured sections and more time to discuss assigned handouts. Prospective students will receive a broad but valuable introduction to basic sociological concepts. No background in sociology is necessary, and students are encouraged to begin readings and final papers early to avoid falling behind.

AS.230.109.01
Freshman Seminar: Hot Topics in Education
Julia Burdick-Will

Overall quality of the class: 4.23

Summary:

The best aspects of the class included the small class size and opportunity to learn about and debate contemporary topics in education. Class expectations and grading criteria were unclear for much of the semester, and students felt there was a lack of feedback on their assignments and standing in the class. Some students also felt the workload was skewed heavily towards the end of the semester. Suggestions for improvement include providing clearer guidelines for final projects and resource memos and allowing more time for debates on readings. Prospective students with an interest in education will receive a valuable introduction to contemporary issues regarding educational policy as well as exposure to college-level writing. Students do not require a background in education or sociology and are encouraged to actively participate in class debates.

AS.230.143.01
Global Migration: Refugees, Economic Migrants, and Borders
Ilil Naveh Benjamin

Overall quality of the class: 4.92

Summary:
The best aspects of the course included the professor's knowledge and enthusiasm and the close-knit discussion-based structure of the class. Some students felt both the reading and writing assignments were repetitive, making it difficult to find new aspects to discuss as the class went on. Suggestions for improvement include more variety in the readings and more time spent discussing each topic. Prospective students should be interested in issues related to refugees and immigration. Prior knowledge is not required to succeed, but students are encouraged to prepare for discussions well in advance to gain the most from the course.

AS.230.150.01
Issues in International Development
Michael Levien

Overall quality of the class: 4.20

Summary:
The best aspects of the class included breadth of topics and perspectives covered and the effectiveness of the professor at facilitating discussion despite the large class size. Students felt the expectations for assignments, particularly reading responses, were unclear. Some students also felt the reading load was consistently overwhelming and repetitive, making it difficult to know which information to take special note of for the class. Suggestions for improvement include allowing more time for reading responses and providing clear guidelines for assignments and grading. Prospective students will receive a valuable introduction to the topic and do not require a background in sociology or international politics in order to succeed. Prospective students should be prepared to allot a significant amount of time to completing the readings, which are crucial to understanding the in-class material.

AS.230.175.01
Chinese Revolutions
Huei-Ying Kuo

Overall quality of the class: 4.39

Summary:
The best aspects of the class included the straightforward presentation of material, the knowledge and clear enthusiasm the professor had for the subject, and the consistently engaging lectures and discussions. Some students felt the syllabus and expectations for assignments were confusing, making it difficult to know what information to study. Students also felt overwhelmed by the amount of reading required. Suggestions for improvement include providing greater clarity in the syllabus and reducing some of the readings. Prospective students with an interest in history will receive a valuable introduction to a broad range of cultural, political, and economic changes throughout Chinese history. Students do not need a strong background in Chinese history; however, they should be prepared to allot a significant amount of time to dense readings and frequent writing assignments.

AS.230.195.01
Exploring Baltimore: An Introduction to Urban Studies
Michael Reese

Overall quality of the class: 4.92

Summary:
The best aspects of the class included the opportunity to visit different areas of Baltimore and interview people and the frequent guest lectures from a diverse field of experts. Many students felt the grading criteria and expectations for writing assignments were unclear, a problem exacerbated by the fact that feedback was only received after grading. Suggestions for improvement include adding more opportunities to discuss and workshop study ideas prior to grading. Prospective students with an interest in urban studies will receive valuable hands-on experience working closely with the Baltimore community. No prior background in public policy or sociology is necessary, and students are highly encouraged to start readings early and seek advice from the knowledgeable, experienced professor.

AS.230.205.01-02
Introduction to Social Statistics
Sahan Karatasli

Overall quality of the class: 4.69

Summary:
The best aspects of the class included the small class size, the contemporary, evolving material discussed, and the care the professor and TA put into making sure students fully understood the concepts. Many students felt the exam questions were esoteric and unfairly difficult, focusing on exceptions rather than the material itself. Suggestions for improvement include restructuring homework and exam questions and posting lecture slides and assignments more promptly. Prospective students with an interest in sociology will receive a valuable, holistic introduction to the strengths and limits of a quickly evolving field of study. Prior background in statistics and sociology is recommended but not necessary to succeed; however, students are highly encouraged to attend all classes to avoid falling behind.

AS.230.213.01
Social Theory
Joel Andreas

Overall quality of the class: 4.07

Summary:
The best aspects of the class included the dynamic, interesting mix of primary source and supplementary readings, helpful TA, and engaging teaching style of the professor. Many students felt the readings, while interesting, were not crucial to comprehending the material. Some also felt that discussions at times were stilted and unhelpful, partially because there was a clear difference between students' familiarity with the material. Suggestions for improvement include reorganizing readings to balance heavy theoretical material with modern interpretations of the sources. Prospective students interested in sociology will receive a comprehensive introduction to the theories and weaknesses of Marx, Weber, and Durkheim. Basic knowledge of sociology is recommended for the course, and students should be prepared to allot time to frequent writing assignments and dense readings.

AS.230.221.01
Global Social Change
Ho-Fung Hung

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the professor's engaging lectures, the interesting and immediately relevant topics discussed, and the light workload that enabled students to focus on deeply analyzing the material. There was at times a lack of participation in class that made some material less engaging than it could have been. Some students also felt the grading system discouraged them from completing readings they were not writing memos on. Suggestions for improvement included allotting time for class discussion and reorganizing PowerPoints to more closely align with what the professor is saying during lectures. Prospective students will gain valuable insight into current global social movements. Prior knowledge of foreign politics and macroeconomics is recommended, and students are highly encouraged to maintain attendance and keep up with readings.

AS.230.228.01
Colonialism in Asia and Its Contested Legacies
Huei-Ying Kuo

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the professor's knowledge and clear passion for the subject and the breadth of complicated perspectives presented in the material. Many students felt the daily readings were overwhelming in size and complexity, making it difficult to keep pace with the lectures.

Suggestions for improvement include reorganizing the assigned readings and tying lectures more directly to assigned readings and essays. Prospective students interested in history and sociology will receive a thorough education on the effects of colonialism in Asia, particularly the effects of British and Japanese colonization. Students should be prepared to allot a significant amount of time each week to dense readings and writing assignments.

AS.230.244.01
Race and Ethnicity in American Society
Meredith Greif

Overall quality of the class: 4.92

Summary:
The best aspects of the class included the critical thinking and engaging discussions facilitated by the instructor and the connection of material to real-world conditions of Baltimore. Students felt the lectures could sometimes go off topic and that the grading standards were too strict at times. Suggestions for improvement include more leniency regarding reading reflections and more feedback on writing assignments. Prospective students will receive a valuable, practical introduction to issues regarding race and ethnicity that directly impact their community. No prior knowledge is required to succeed in the class, and students should be prepared to allot time for intensive weekly reading assignments.

AS.230.255.01
Men and Women in Society
Katrina McDonald

Overall quality of the class: 3.75

Summary:
The best aspects of the class included the engaging material, the ways in which topics were tied to real-world events and issues, and the professor's clear enthusiasm for teaching the subject. In-class assignments were wholly ineffective in testing the students' understanding of the material, focusing far too much on memorization rather than comprehension of core concepts. Suggestions for improvement include restructuring exams and quizzes to focus on broader concepts and changing the class schedule to twice a week. Prospective students will receive a valuable introduction to exploring gender through a sociological lens. Prior knowledge is not necessary to succeed in the class and students are encouraged to carefully memorize textbook vocabulary.

AS.230.265.01
Research Tools for Global Sociology and Development
Smriti Upadhyay

Overall quality of the class: 4.25

Summary:

The best aspects of the class included the exposure to multiple tools and programs for statistical research including Stata, ARCGIS, and Access. Students felt the professor did not always provide clear instructions for the programs, particularly Stata, which impeded comprehension. Many students also felt hindered by the necessity to use JHU wi-fi to complete homework and projects. Suggestions for improvement include devoting sections to practicing coding and making the required programs accessible off-campus. Prospective students with an interest in quantitative sociological research will receive a practical, hands-on introduction to a number of research tools. No background in sociology, statistics, or coding is assumed; however; students should expect a heavy workload that frequently requires staying on campus.

AS.230.324.01
Gender and International Development
Rina Agarwala

Overall quality of the class: 4.69

Summary:
The best aspects of the class included the interesting and relevant material and the professor's remarkable knowledge, organization, and lecturing abilities. Students felt that grading and feedback were slow, which made it difficult to improve their work. Many students also felt the presentations at times were irrelevant and not at all helpful in understanding the material. Suggestions for improvement include removing or altering student presentations, adding more readings on intersectionality, and providing a clearer syllabus. Prospective students with an interest in sociology and gender studies will receive an in-depth introduction to a wide range of issues facing women on an international level. A background in sociology is helpful but not required to succeed in the course.

AS.230.332.01
Race, Racism, & Racial Privilege
Katrina McDonald

Overall quality of the class: 4.73

Summary:
The best aspects of the class included the socially relevant topics, the exposure to how contemporary researchers view and discuss race, and the focus on students' own actions and experiences, all of which facilitated intellectually stimulating, engaging discussions. The two-and-a-half-hour, once-a-week schedule was challenging at times. Suggestions for improvement include changing to a twice-a-week schedule and keeping students accountable for their readings. Prospective students with an interest in sociology will receive a valuable, multifaceted introduction to issues regarding racism and privilege in the U.S. A background in sociology is recommended but not required, and students are highly encouraged to stay on top of readings and prepare for class discussions in advance.

AS.230.335.01-02
Medical Humanitarianism
Ilil Naveh Benjamin

Overall quality of the class: 4.94

Summary:
The best aspects of the class included the interesting, nuanced course material and the engaging discussions fostered by the professor's experience and clear passion for the topic. Some students felt that essay criteria were unclear and feedback on assignments was slow at times. Suggestions for improvement include adding discussions on policy and media and focusing lectures on topics that require more context to understand. Prospective students interested in humanitarianism will gain valuable insight into issues and controversies within the medical humanitarian aid field. Background knowledge in humanitarianism is not required, and students are highly encouraged to engage in all classroom discussions.

AS.230.341.01-04
Sociology of Health and Illness
Emily Agree

Overall quality of the class: 4.06

Summary:
The best aspects of the class included the interesting material that challenged students to approach the medical community from a new perspective, guest lectures from Senator Mikulski, and the clear organization of the class. Some students felt the grading system was unclear and quizzes were not particularly intellectually challenging at times. Suggestions for improvement include incorporating discussions on modern issues and providing clear grading criteria. Prospective students interested in public health and the sociology of healthcare will receive a valuable introduction to a wide range of issues in the U.S. healthcare system. A background in pre-med or public health is not necessary to succeed in the course; however, some background in sociology may be useful for students.

AS.230.343.01
Political Sociology of Latin America
Magda von der Heydt-Coca

Overall quality of the class: 2.56

Summary:
The best aspects of the class included the class discussions and the interesting way the social, political, and cultural material intertwined throughout the semester. Many students felt the class was extremely disorganized, making it unreasonably difficult to find out what to study and read and what assignments were due. Several students were also made uncomfortable by the professor's inappropriate racial remarks regarding Latin Americans. Suggestions for improvement include better organization, the addition of a TA, and replacing the professor. Prospective students should have an interest in Latin American history and economics and should be prepared to allot time to weekly readings that can often be long and complicated.

AS.230.363.01
Migration & Development
Rina Agarwala, Lingxin Hao

Overall quality of the class: 4.50

Summary:
The best aspects of the class included the enthusiasm and knowledge of the professors and the engaging class discussions, which enabled students to apply dense sociological theory to real-world events. Students felt the co-teaching made lectures and grading disjointed at times and expectations somewhat unclear. Some also felt the reading responses were unchallenging and unnecessary to the course. Suggestions for improvement include assigning more diverse readings and holding more discussions on how to bridge the migration-development nexus. Prospective students with an interest in sociology or international politics will receive a valuable, in-depth introduction to the issues of migration and development. They should be prepared to allot time for dense readings and writing assignments and highly encouraged to participate in class discussions.

AS.230.370.01
Housing and Homelessness in the United States
Meredith Greif

Overall quality of the class: 5.00

Summary:
The best aspects of the class included the small size, experience and passion of the professor, and the exposure to the structural causes and daily realities of homelessness. Many students felt the short notice on changing the reading schedule made the workload more overwhelming than it needed to be. Suggestions for improvement include giving greater notice for readings, mediating heated discussions, and focusing more on the application of readings to real-world scenarios. Prospective students with an interest in sociology will receive a valuable introduction to an engaging topic with immediate real-world applicability. No background in sociology is required to succeed, and students are highly encouraged to actively participate in discussions.

AS.230.385.01
Schooling, Racial Inequality and Public Policy in America
Stephen Morgan

Overall quality of the class: 4.70

Summary:
The best aspects of the class included the small class size and engaging discussions fostered by the professor's engaging teaching style for keeping students on top of their readings. Some students felt the discussions stuck too closely to the readings without branching into current events or broader debates, which hindered a fuller comprehension of the material. Suggestions for improvement include adding a debate component to discussions and focusing more on the public policy aspect of the class. Prospective students with an interest in sociology or education will receive a valuable introduction to issues in U.S.

educational policy. No prior knowledge is assumed, but students should keep in mind that both reading and participation are mandatory.

AS.230.388.01
Sociology of the Family
Andrew Cherlin

Overall quality of the class: 4.77

Summary:
The best aspects of the class included the small class size, seminar format of the class and the informative, engaging professor. Some students felt that textbook readings could be repetitive and unchallenging. Suggestions for improvement include adding more assignments and changing the readings to include more outside sources and less textbook material. Prospective students with an interest in sociology or family studies will receive a valuable, discussion-led introduction. Students are highly encouraged to participate in class and should be prepared to allot time to fully understand the concepts behind the material.

AS.230.400.01
Social Policy Seminar
Kathryn Edin

Overall quality of the class: 4.27

Summary:
The best aspects of the class included the breadth of engaging material from multiple perspectives and the often-insightful discussions facilitated by the professor. Some students felt the readings could be repetitive, leading to conversations that were less engaging than they could have been. Suggestions for improvement include providing more structured guidelines for the final project and setting clearer expectations for discussions. Prospective students with an interest in sociology will receive a valuable, discussion-led introduction to social policy. Students are highly encouraged to begin readings early and prepare for class discussions ahead of time.

AS.230.445.01
Sociology of Religion
Ryan Calder

Overall quality of the class: 4.83

Summary:
The best aspects of the class included the professor's knowledge, enthusiasm and engagement; fascinating subject matter; and stimulating group discussions. Students mentioned that deadlines for assignments changed a number of times throughout the semester. Suggestions for improvement include providing more background readings on non-Western religions, starting memos a little earlier in the semester, and striking a better balance between theoretical and empirical works throughout the course.

Prospective students should expect an intellectually stimulating, reading-intensive course that examines world religions. Some background in social theory will prove beneficial.

AS.230.600.01
Introduction to Social Statistics
Sahan Karatasli

Overall quality of the class: 5.00

Summary:
The best aspects of the class included the professor's knowledge, enthusiasm and approachability; interesting and useful subject matter; and clear, thorough lectures. Some students felt that Blackboard was not always updated, which delayed the submission of homework assignments. Suggestions for improvement include prompter feedback on homework assignments. Prospective students should expect a valuable and illuminating introduction to an important subject for understanding and conducting research. No background in statistics is required.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
THEATRE ARTS AND STUDIES DEPARTMENT

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

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

AS.225.100.01
Introduction to Theatre
Joseph Martin

Overall quality of the class: 3.64

Summary:
The best aspects of this course included the wide range of theatre history covered and the well-curated readings of classic influential plays. Some students felt that the course was too focused on lecture rather than discussion and that there was a lack of communication and clarity as to what was expected from the writing assignments. Suggestions for improvement include adding more interactive elements to the course and giving clearer writing prompts and guidelines for the writing assignments. Prospective students should have an interest in theatre and are advised that this is not an acting course.

AS.225.212.01
Voice and Speech for the Actor
James Glossman

Overall quality of the class: 4.79

Summary:
The best aspects of this course included the in-class exercises that helped students improve their breath control and vocal clarity and knowledgeable professor who provided constructive feedback. Some students felt that the instructor's feedback could be harsh at times and that there was too little time given to memorize lines. Suggestions for improvement include providing a syllabus and to be slightly more delicate when giving criticisms of their performances. Prospective students with an interest in acting and public speaking will find the class useful regardless of their major and should be prepared to practice outside of class in order to improve their vocal abilities.

AS.225.215.01
Performing Musical Theatre
Margaret Denithorne

Overall quality of the class: 4.67

Summary:
The best aspects of this course included the opportunity to perform onstage and to watch other Hopkins students perform, and to receive constructive and immediate feedback from an enthusiastic instructor. Some students felt that the feedback could have been better structured as it created a lot of downtime for the students not receiving it and for the recipient there didn't seem to be enough time spent on it. Suggestions for improvement included receiving more detailed feedback and working more closely with the beginners who lacked theatre experience. Students would have also liked to have more direction from the instructor rather than the student director. Prospective students are advised that they should be prepared to sing in front of their peers, and are recommended the course as a great way to push their boundaries.

AS.225.301.01-02
Acting I
John Astin

Overall quality of the class:

Summary:
The best aspects of this course included the opportunity to receive advice from a professor with professional acting experience, welcoming class environment, and engaging acting exercises and scene work. Some students felt that the class discussion frequently went on tangents and that there were too many reading assignments. Suggestions for improvement include making an effort to keep the class on-topic and giving students more opportunities to do scene work. Prospective students should be prepared to keep up with a heavy reading load and should be open and receptive to feedback.

AS.225.310.01
Stagecraft
William Roche

Overall quality of the class: 4.33

This class had 5 or fewer comments.

AS.225.311.01
Scene Study
John Astin

Overall quality of the class: 4.20

This class had 5 or fewer comments.

AS.225.314.01
Theatre: Tech Direction
William Roche

Overall quality of the class: 4.60

This class had 5 or fewer comments.

AS.225.330.01
Playwriting Strategies
Joseph Martin

Overall quality of the class: 4.00

Summary:
The best aspects of this course included the useful in-class workshops that were both productive and supportive, peer-driven feedback, and having the opportunity to work on independent creative projects. Some students felt that the course could have been structured better in terms of when students are allowed to bring in their work. Some students also felt that having unnecessarily long debates over small aspects of their scripts felt less than productive. Suggestions for improvement included having a more structured workshop schedule and curating the readings with more diversity among the authors. Prospective students are advised to begin writing early and are encouraged to come to class with a general script idea already in mind.

AS.225.345.01
History of Modern Theatre & Drama
Margaret Denithorne

Overall quality of the class: 5.00

This class had 5 or fewer comments.

SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS
FALL 2017
WOMEN, GENDER, AND SEXUALITY PROGRAM DEPARTMENT

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

AS.363.201.01
Introduction to the Study of Women, Gender, and Sexuality
Evelyne Ender

Overall quality of the class: 3.25

Summary:
The best aspects of the class included the breadth of socially relevant topics covered in the course and the passion the professor has for the subject. Students felt the class was often disorganized and redundant, making it difficult to focus on lectures. Some students also felt expectations for the class and assignments were unclear. Suggestions for improvement include restructuring the class to allow more discussion and student interaction, making lectures more structured, and clarifying grading criteria. Prospective students with an interest in Women, Gender, and Sexuality studies will receive a broad but challenging introduction to the topic. Students should be prepared to allot time to thoroughly understanding the readings in order to benefit from and participate in the class.

AS.363.328.01
Beyond the Global West: Gender/Sexuality, Post-colonialism & Global Capitalism: Feminist Inquiries from Asian Perspectives
Yige Dong

Overall quality of the class: 4.67

Summary:
The best aspects of the class included the open class discussions and the personal insight, research, and experience provided by the professor. Some students felt the readings were complex and difficult to comprehend without guidance. Several students also felt that the use of computers and lack of engagement from their classmates was a distraction from discussions. Suggestions for improvement include prompter grading of writing assignments, more contemporary readings, and stricter standards for class participation. Prospective students interested in feminist and intersectional discourse will

receive an in-depth exposure to feminist issues in East and South Asian countries. Students are highly encouraged to being readings well ahead of time to fully participate in classroom discussions.

AS.363.341.01
The Making of Modern Gender
Katrin Pahl

Overall quality of the class: 4.17

Summary:
The best aspects of the class included the diverse range of materials from different fields and the open discussions facilitated by the professor. There were few graded assignments and little feedback throughout the course, making many students unsure of their grades and understanding of the material. Some students also felt the readings were often dry and too heavily focused on Western European countries. Suggestions for improvement include shifting focus to more contemporary and non-western gender theories and reorganizing the syllabus to have a more coherent flow for the semester. Prospective students interested in gender studies will receive a valuable and intellectually challenging overview of modern gender theory. Some background in gender studies, writing, and German literature is helpful but not required to succeed in the course.

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

1-Poor

2-Weak

3-Fair

4-Good

5-Excellent

AS.220.105.08
Fiction/Poetry Writing I
Sydney Doyle

Overall quality of the class: 4.40

Summary:
The best aspects of the class included the quality feedback on student work, exposure to a variety of writing techniques and styles, and engaging discussions directed by the enthusiastic professor. Students felt the amount of material that needed to be printed each week was costly and unreasonable. Some students also felt the grading criteria was unclear and harsh. Suggestions for improvement included greater transparency in grading, more time to work on longer assignments, and allowing online submissions. Prospective students should be interested in creative writing and are highly encouraged to participate in class as often as possible. They should also be prepared for weekly reading and writing assignments and avoid procrastination on longer assignments.

AS.220.105.10
Fiction/Poetry Writing I
Michael Broida

Overall quality of the class: 3.75

Summary:
The best aspects of this course included the professor's engagement and responsiveness; the small class size encouraging participation; and the feedback from peers. Students felt the grading was somewhat arbitrary and too harsh at times. Some students also felt the workload was imbalanced, with fiction readings taking significantly longer than the poetry assignments. Suggestions for improvement included adding more office hours, more options in terms of writing prompts, and clearer grading criteria. Prospective students should be interested in improving their creative writing and public speaking abilities and should be prepared to allot time for weekly readings, essays, and creative writing assignments.

AS.220.105.11
Fiction/Poetry Writing I
Jalen Eutsey

Overall quality of the class: 3.20

Summary:
The best aspects of the class included the exposure to a variety of writing techniques and the small, discussion-based classroom environment. Many students found the professor's feedback to be far too subjective and unconstructive, with few specific suggestions on how to improve their writing skills. Suggestions for improvement included providing more structured workshops, devoting more time on how to read and write poetry, and restructuring the class to allow students to improve upon a few works rather than working on new assignments each week. Prospective students should be interested in improving their creative writing skills and should be prepared for weekly readings and writing prompts. No background in creative writing is required; however, students should be prepared to receive often harsh criticism on their work and actively participate in class discussions.

AS.220.105.12
Fiction/Poetry Writing I
Hannah Shea

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the interesting variety of readings and casual, open environment that helped facilitate insightful discussion about students works. Some students felt that the grading was vague and arbitrary and that the number of worksheets and papers required made classes seem disorganized at times. Suggestions for improvement included clearer grading criteria, a wider variety of writing prompts, and more structured lessons on different writing techniques. Prospective students interested in improving their creative writing skills and knowledge of literature will receive a valuable introduction. They should be prepared to complete weekly fiction and poetry readings as well as weekly writing assignments and are required to participate in class workshops.

AS.220.104.13
Fiction/Poetry Writing I
Rosali Periera

Overall quality of the class: 4.86

Summary:
The best aspects of the class included the enthusiasm of the professor and frequent workshops providing insightful feedback on student work. Some students felt the purchase of the textbook was unnecessary, as many of the readings could be found elsewhere. The heavy reading and writing workload could be at times daunting, especially in the early weeks of the semester. Suggestions for improvement included greater clarity on grades, more variety in readings, and more concrete information on how and where to attend readings. Prospective students interested in improving their creative writing will receive a valuable introduction to fiction and poetry. They are encouraged to start both their own writing assignments and comments on their peers' work well in advance.

AS.220.105.14
Fiction/Poetry Writing I
Rachael Clifford

Overall quality of the class: 3.88

Summary:
The best aspects of the class included the relaxing classroom environment and passionate professor, both of which helped foster engaging discussions and insightful feedback on student work. The grading system was often unclear, and many students unaccustomed to creative writing felt lost while trying to interpret feedback and analyze readings. Suggestions for improvement included greater clarity regarding the grading system and posting grades and comments on Blackboard. Prospective students interested in improving their creative writing skills will receive a valuable introduction. They should be prepared to complete several reading assignments and roughly one writing prompt a week, as well as provide feedback on their classmates' work.

AS.220.105.16
Fiction/Poetry Writing I
Thomas Beckwith

Overall quality of the class: 4.10

Summary:
The best aspects of the class included the exposure to a wide range of literature and poetry, quality feedback and availability of the professor, and low-pressure environment. Some students felt the grading system was inconsistent and that expectations for writing assignments were somewhat unclear. Suggestions for improvement included providing clearer expectations earlier in the semester, assigning readings from a wider range of cultures, and using a greater variety of writing prompts. Prospective students interested in improving their creative writing and literary analysis skills will receive a valuable introduction. No background in creative writing is necessary; however, students should be prepared for weekly readings and writing assignments. They are also highly encouraged to participate in class discussions and take advantage of the professor's office hours.

AS.220.105.20. 25
Fiction/Poetry Writing I
Isabella Martin

Overall quality of the class: 4.47

Summary:
The best aspects of the class included the small class size, direct feedback on assignments, and collaborative, open discussions fostered by Professor Martin. Some students felt that peer reviews could be disorganized at times and that the writing prompts were too open-ended and repetitive near the end of the semester. Suggestions for improvement included more opportunities for workshopping, a better balance between fiction and poetry, and more time devoted to specific writing tips. Prospective students interested in improving their creative writing skills will receive a valuable introduction to fiction and poetry as well as exposure to several styles of literature. No prior creative writing experience is required; however, students should be prepared to complete weekly readings, writing assignments, and peer reviews.

AS.220.105.21, 28
Fiction/Poetry Writing I
Ralph Hubbell

Overall quality of the class: 4.20

Summary:
The best aspects of the class included the abundant feedback on assignments and the thoughtful, engaging discussions fostered by the small class size and enthusiastic professor. Students sometimes felt the grading system was vague and subjective and that writing prompts were unnecessarily restrictive. Suggestions for improvement included a more diverse range of prompts, more time on writing assignments, and moving to a classroom more conducive to a seminar environment. Prospective students interested in improving their creative writing skills will receive a valuable introduction to a wide range of styles and techniques. They should be prepared for a somewhat heavy workload including weekly readings, writing assignments, and peer review.

AS.220.105.22, 31
Fiction/Poetry Writing I
Mary Terrier

Overall quality of the class: 4.38

Summary:
The best aspects of the class included the varied and balanced writing prompts as well as the freewriting and in-class exercises, which helped foster creativity and open discussion of each other's work. Class participation was sometimes lacking and limited to a few students. Some students also felt the prompts could be unclear or overly restrictive. Suggestions for improvement included providing more instruction on specific writing skills, posting grades on Blackboard, and allowing more stylistic expression on writing

prompts. Prospective students will receive an engaging and practical introduction to workshopping, literature, and creative writing.

AS.220.105.24
Fiction/Poetry Writing I
Dylan Carpenter

Overall quality of the class: 3.80

Summary:
The best aspects of the class included the engaging readings and writing prompts, exposure to a variety of writing techniques, and consistent, detailed feedback from Professor Carpenter and class workshops. A few students felt the professor was at times too hands-off in discussions, which resulted in unproductive class time. Suggestions for improvement included providing prompter feedback on student work and clearer guidelines for class workshops. Prospective students interested in improving their writing and understanding of literature will receive a valuable introduction to a broad range of creative writing concepts and techniques. They should be prepared to complete weekly readings, writing prompts, and peer reviews. Also, be aware that participation is a large portion of their grade.

AS.220.105.27, 33
Fiction/Poetry Writing I
John Allen

Overall quality of the class: 4.33

Summary:
The best aspects of the class included the multiple opportunities for students to improve their writing and learn new techniques as well as the nonjudgmental, insightful discussions fostered by the professor. Some students felt the grading system was unclear and at times harsh. Students also found it occasionally difficult to come up with legitimate criticisms of their classmates' work. Suggestions for improvement included introducing more varied writing exercises and providing more structure for the workshops, possibly by having each student prepare a question before discussion. Prospective students interested in improving their creative writing skills and understanding of literature will receive a valuable introduction.

AS.220.105.32
Fiction/Poetry Writing I
Julia Friedrich

Overall quality of the class: 4.50

Summary:
The best aspects of this course included the professor's knowledge and engagement, interesting readings and stimulating group discussions. Some students felt that the class was disorganized at times and that feedback on assignments could be slow. Suggestions for improvement included providing more focus on students' improvement through the semester. Prospective students should expect an

intellectually challenging creative writing course that requires a significant time commitment. No previous background in creative writing is required.

AS.220.105.35-36
Fiction/Poetry Writing I
Shannon Robinson

Overall quality of the class: 4.54

Summary:
The best aspects of the class included the variety of readings, Professor Robinson's engaging teaching style, and the insightful workshops fostered by the small, tight-knit environment. Some students felt the professor could be a little too hands-off in class discussions and that some of the readings were unrelated to the material discussed in class. Suggestions for improvement included allowing laptops or tablets rather than printing every assigned reading and including more workshops. Prospective students do not require a background in writing and will receive an engaging, valuable introduction to literature, editing, and creative writing.

AS.220.106.03, 06
Fiction/Poetry Writing II
Michael Mingo

Overall quality of the class: 3.46

Summary:
The best aspects of this course included the professor's attentiveness, the diverse reading list, and the valuable feedback on assignments. Some students felt the workload was heavy at times. Suggestions for improvement included better writing prompts and fewer writing assignments, so more time could be spent on revising student work. Prospective should expect a challenging creative writing course with weekly reading and writing assignments. Attending two readings by writers is also required.

AS.220.106.04, AS.220.106.08
Fiction/Poetry Writing II
Kathleen Hull

Overall quality of the class: 4.47

This class had 5 or fewer comments.

AS.220.108.01
Introduction to Fiction & Nonfiction
Joanne Cavanaugh-Simpson

Overall quality of the class: 4.87

Summary:
The best aspects of the class included the insightful, intimate atmosphere of the class fostered by the engaging discussions and effective, enthusiastic professor. Students felt the three-hour, once-a-week schedule was challenging for this type of discussion-dependent literature class. Suggestions for improvement included switching to shorter, twice-a-week class periods and providing more structure during class discussions. Prospective students interested in fiction and nonfiction will receive a valuable introduction. A background in writing is not necessary to succeed in the class; however, students should be prepared for a heavy reading workload as well as weekly journals and writing prompts.

AS.220.200.01
Introduction to Fiction
Tristan Davies

Overall quality of the class: 4.27

Summary:
The best aspects of the class included the insightful feedback provided on student work and the engaging, in-depth discussions facilitated by Professor Davies. Many students felt the three-hour class period was a detriment to discussions. Long tangents would occur on occasion as well. Suggestions for improvement included switching to shorter, more frequent class periods, greater diversity in the reading selection, and more efficient use of class time. Prospective students with an interest in improving their understanding of literature and their own writing skills will receive a valuable introduction to fiction. A background in fiction writing is not necessary; however, students should be prepared to complete weekly readings and are encouraged to prepare their own writing assignments well in advance.

AS.220.200.02
Introduction to Fiction
Katharine Noel

Overall quality of the class: 4.31

Summary:
The best aspects of the course included the thorough feedback received in workshops and Professor Noel's ability to lead insightful discussions. Many students wrote that they saw improvements in their writing not only from feedback on their own work, but from engaging with their peers' assignments as well. Some students felt the class lacked instruction both on assignments and on providing feedback, leading to some workshop responses being unhelpful. Suggestions for improvement included switching to a shorter, more frequent schedule and having more structured discussions about craft. Prospective students interested in improving their creative writing and understanding of literature will receive a valuable, discussion-led introduction. No background in writing is necessary to succeed in the class; however, students should be prepared to complete two long writing assignments and are highly encouraged to actively engage in workshops.

AS.220.200.03

Introduction to Fiction
Nathanael Brown

Overall quality of the class: 5.00

Summary:
The best aspects of the course included the professor's knowledge and enthusiasm, interesting subject matter, collaborative environment and meaningful feedback and discussions. Negative comments were minimal. Suggestions for improvement included publishing the list of reading assignments as early as possible. Prospective students interested in creative writing should expect a valuable, assignment-heavy course. Be advised that the class requires two 2500-word assignments and one 5000-word revision of a shorter assignment.

AS.220.201.01
Introduction to Poetry
Dylan Carpenter

Overall quality of the class: 4.21

Summary:
The best aspects of the class included the breadth of poetry covered, the discussion-based workshop, and the concrete feedback from the professor. There was a lack of clarity regarding both the grading system and the expectations for papers and presentations, leading some students to be unsure of their standing in the class. Students also felt the professor's time management skills were lacking at times., making class somewhat disorganized. Suggestions for improvement included a clearer syllabus, more organized classes, and more time for critiques. Prospective students interested in writing poetry will receive a valuable introduction to writing and analyzing a wide variety of poems. No background in poetry is necessary to succeed in the class; however, students should be prepared for weekly reading and poetry assignments and are encouraged to put care and attention into their critiques.

AS.220.201.02
Introduction to Poetry
Songmuang Greer

Overall quality of the class: 3.92

Summary:
The best aspects of the class included the enthusiasm of the professor and the opportunity to practice multiple styles of poetry each week, enabling students to track their own progress as writers. The once-a-week schedule and lecture-style arrangement of the classroom were a detriment to discussions, resulting in less participation and less effective workshops. Suggestions for improvement included prompter feedback from the professor, more focused lectures, and switching to a shorter, more frequent class schedule. Prospective students with an interest in writing and understanding poetry will receive a valuable introduction. Prior experience writing poetry is not necessary; however, prospective students should be prepared to complete weekly writing assignments and participate in classroom discussions, including reading their own work aloud to the class.

AS.220.206.01
Writing about Science I: Daily News Journalism
David Grimm

Overall quality of the class: 4.40

Summary:
The best aspects of the class included the professor's engaging lectures and the clear progression in complexity throughout the semester. Many students felt the once-a-week schedule made it difficult to remain engaged for the duration of the class. Some also felt deadlines were awkwardly placed and feedback was slow. Suggestions for improvement included changing the class schedule and reorganizing due dates to allow more time between feedback and revisions. Prospective students interested in scientific journalism will receive a valuable introduction led by an experienced editor. Prior experience reading scientific papers is recommended but not necessary to succeed in the class; however, students are encouraged to start their readings and assignments early to avoid falling behind.

AS.220.210.01
Introduction to Non-Fiction: Science as a Social Activity
Wayne Biddle

Overall quality of the class: 3.91

Summary:
The best aspects of the class included the introduction to many contemporary issues, engaging class debates, and freedom allowed in writing assignments. Many students felt that there was a lack of direction and feedback on how to write effective papers and that the grading system was often unclear. Suggestions for improvement included more engaging presentations, clarification of grading criteria, and more time devoted to learning writing techniques. Prospective students interested in non-fiction writing will receive a valuable introduction to writing about contemporary issues. Students are highly encouraged to take advantage of re-writes and engage with the professor in class and during office hours.

AS.220.311.01
Intermediate Fiction: Point of View
Tristan Davies

Overall quality of the class: 4.00

Summary:
The best aspects of the class included the multiple opportunities for students to build their writing portfolio, the intellectually engaging workshops, and the professor's thoughtful, enthusiastic approach to the subject. Students felt discussions were easily sidetracked and less productive than they could have been. Lectures were also somewhat disorganized and frequently fell behind schedule. Suggestions for improvement included more efficient use of class time and greater diversity in the reading selection.

Prospective students interested in improving their fiction writing will receive valuable experience and exposure to other writers.

AS.220.312.01
Intermediate Fiction: Detail and Description
Katharine Noel

Overall quality of the class: 4.67

Summary:
The best aspects of the class included the professor's ability to facilitate engaging, insightful workshops and the depth and quality of feedback students receive on their work. The class size was slightly too large for the discussion-based format of the course, and engagement with workshops could vary greatly from student to student. Suggestions for improvement included adding more in-class writing exercises and spending more time analyzing assigned readings for technique and craft. Prospective students interested in improving their fiction writing will receive valuable experience honing their writing skills and critiquing each other's work. Although there are only two major assignments, prospective students should be prepared for a somewhat heavy workload in the form of readings and peer responses.

AS.220.314.01
Journalism and Opinion
Mark Lasswell

Overall quality of the class: 4.64

Summary:
The best aspects of the class include the exposure to a wide range of journalistic styles and the insightful, practical advice from the experienced professor. Many students felt the grading was arbitrary and unclear, which created uncertainty among students about their standing. Suggestions for improvement included prompter feedback on assignments and more engaging, relevant novels. Prospective students interested in journalism will receive a valuable introduction and exposure to practical journalistic skills. Prospective students should be prepared to write weekly journalism assignments and participate in class discussions, which are a major component of their overall grade.

AS.220.327.01
Intermediate Fiction: Characters
Brad Leithauser

Overall quality of the class: 3.60

This class had 5 or fewer comments.

AS.220.371.01
Nonfiction in the Post-Factual Era

Wayne Biddle

Overall quality of the class: 3.55

Summary:
The best aspects of the class included the immediately relevant and fascinating material and the helpful, practical advice from Professor Biddle. Students felt the class discussions were ineffective and unproductive, with conversation being monopolized by a small handful of students and female students feeling shut out of the conversation. Students also found the long class hours to be a detriment to their ability to engage in lectures and discussions. Suggestions for improvement included a more focused syllabus, more feedback on student work, and more effort to get all students involved in class discussion. Prospective students interested in journalism and nonfiction writing will receive valuable experience studying and writing about contemporary sociopolitical issues. Students are highly encouraged to participate and ask questions during discussions.

AS.220.377.01
Intermediate Poetry: Poetic Forms
Greg Williamson

Overall quality of the class: 4.43

Summary:
The best aspects of the class included the multiple opportunities for students to practice their poetry writing, exposure to a wide range of complex poetic forms and techniques, and the effective teaching style of the professor. Some students felt the workshops moved to quickly and didn't allow in-depth constructive criticisms of student works. Suggestions for improvement included spending more time discussing meter, utilizing Blackboard to post feedback and class notes, and introducing in-class writing exercises. Prospective students interested in improving their poetry will receive valuable experience analyzing and working with a variety of poetic forms. Prior knowledge of meter is useful but not necessary to succeed in the course, and prospective students should be prepared to write and share a new poem each week.

AS.220.378.01
Intermediate Poetry: Poetic Forms II
Greg Williamson

Overall quality of the class: 4.86

Summary:
The best aspects of the class included the engaging, experienced professor and the opportunity to read published works by JHU alumni. Students felt the structure of imitating a poet's style each week was overly restrictive and prevented them from finding their own voice. Some also felt the workshops were too short to allow in-depth feedback on their work. Suggestions for improvement included allotting more time for workshops and allowing students to focus on a few elements of a poet's work rather than wholly imitating the writer's style. Prospective students with an interest in poetry will receive a valuable

introduction to a wide variety of poetic styles and forms. Prior knowledge of meter and form is recommended but not required to succeed, and students are highly encouraged to ask questions and participate in class discussions.

AS.220.400.01
Advanced Poetry Workshop
James Arthur

Overall quality of the class: 4.60

Summary:
The best aspects of the class included the exposure to engaging, unfamiliar poets and the thoughtful, engaging teaching style of the professor, who challenged students to constantly improve their work. Many students felt the writing assignments were random and unhelpful at times. Some also felt the in-class feedback could be lacking. Suggestions for improvement included a more organized class structure and syllabus, more guest poets, and more feedback from the professor. Prospective students interested in improving their poetry will gain valuable experience in an intellectually challenging workshop environment. Prior experience writing and analyzing poetry is required to succeed in the class and students are highly encouraged to begin poetry memorizations early.

AS.220.401.01-02
Advanced Fiction Workshop
Jessica Blau

Overall quality of the class: 4.75

Summary:
The best aspects of the class included the thoughtful feedback provided on students' work and the enthusiastic, open environment fostered by the professor. Students felt workshops were too unstructured and prone to going off track. Suggestions for improvement included more direct guidance from the professor during workshops and more clarity on students' grades throughout the semester. Prospective students interested in improving their fiction writing will receive valuable experience writing and critiquing their peers' work. Students should have prior experience in fiction writing and should arrive prepared to participate in workshops.

AS.220.425.01
Readings in Fiction: The Story Cycle
Roderic Puchner

Overall quality of the class: 4.60

Summary:
The best aspects of the class included the diverse reading selection and productive class discussions led by the professor. Students felt the weekly writing assignments and heavy reading loads were at times overwhelming. Some felt they needed to sacrifice either the care they put into their own stories or the

analysis they put into the readings. Suggestions for improvement included more even distribution of readings and more in-class writing and workshopping opportunities. Prospective students interested in improving their writing and literary analysis skills will receive challenging, valuable experience. Be prepared for weekly writing assignments as well as assigned readings that can reach several hundred pages.

AS.220.443.01
Readings in Poetry: International Voices
Andrew Motion

Overall quality of the class: 4.88

This class had 5 or fewer comments.