CoAS English & Philosophy End of Term Evaluation [201415] Completed

■ Winter Quarter 14-15

Student Course Evaluation / Anonymous Survey

Date: 3/4/2015 to 3/16/2015 Delay Results Until: 3/26/2015

College: Arts and Sciences

Department: English & Philosophy

Course Section: PHIL 485 - 001 Seminar in a Major Philosopher

Instructor:

Marilyn Foley

Survey Overview / Course Section Results Aggregate



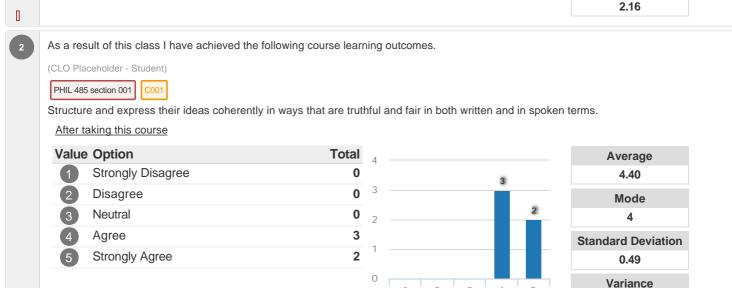
6
Total Surveys

5 Completed 1 Pending Total Sections

Survey Data / Course Section Results Aggregate

About the Course

The course objectives were clearly stated on the syllabus. (Multi-Choice, Single Answer) **Value Option Total Average** 1 Strongly Disagree 3.80 Disagree Mode 0 Neutral 4,5 Agree 2 **Standard Deviation** Strongly Agree 2 1.47 Variance 2.16



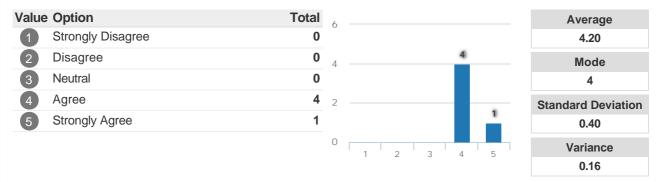


0.24

PHIL 485 section 001 C002

Effectively employ the skills of logical analysis, rational argumentation, reasonable dialogue and debate in the pursuit of truth.

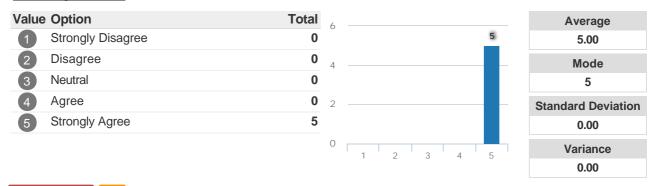
After taking this course



PHIL 485 section 001 C003

Read and interpret complex, nuanced texts and respond to them reflectively and critically in both written and spoken forms.

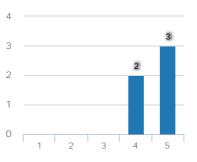
After taking this course



PHIL 485 section 001 C004

Think critically and independently for themselves, specifically with regard to the complex issues that arise in relation to a Major Philosopher. After taking this course

Value	Option	Total	4
1	Strongly Disagree	0	
2	Disagree	0	3
3	Neutral	0	2
4	Agree	2	
5	Strongly Agree	3	1



Average 4.60 Mode 5 **Standard Deviation** 0.49 Variance 0.24

PHIL 485 section 001 C005

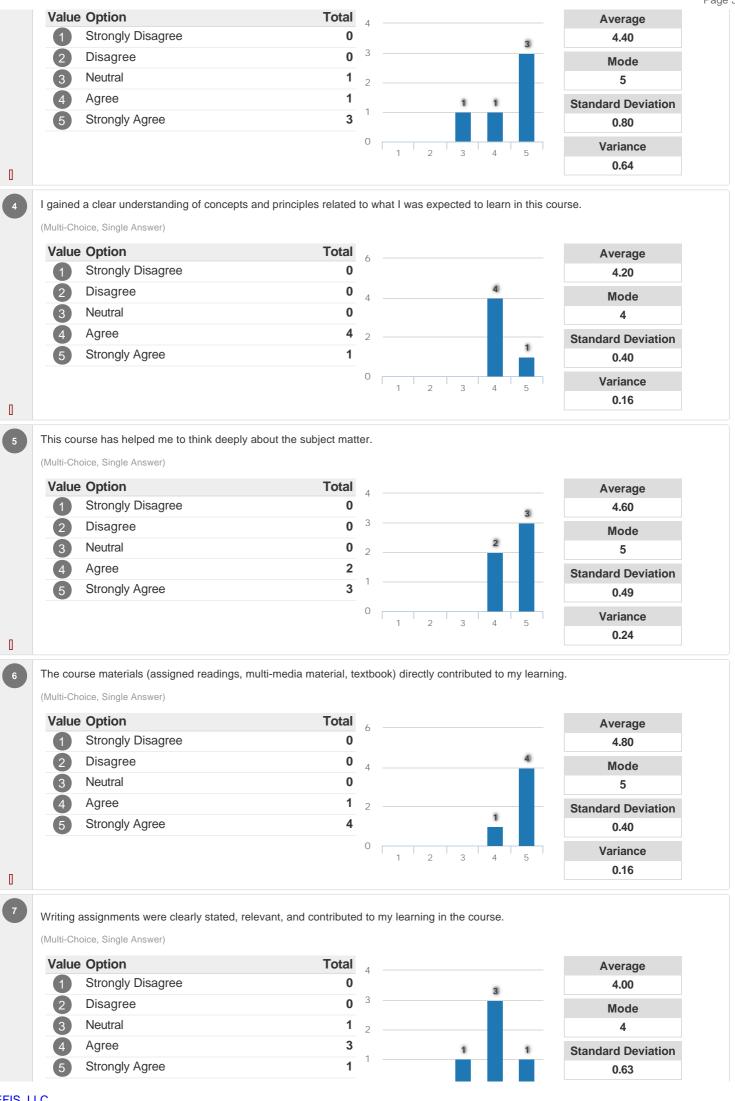
Show an advanced and well-developed understanding of the main questions, problems, concepts, and distinctions involved in the work of a Major Philosopher, and an ability to conduct research in this area.

After taking this course

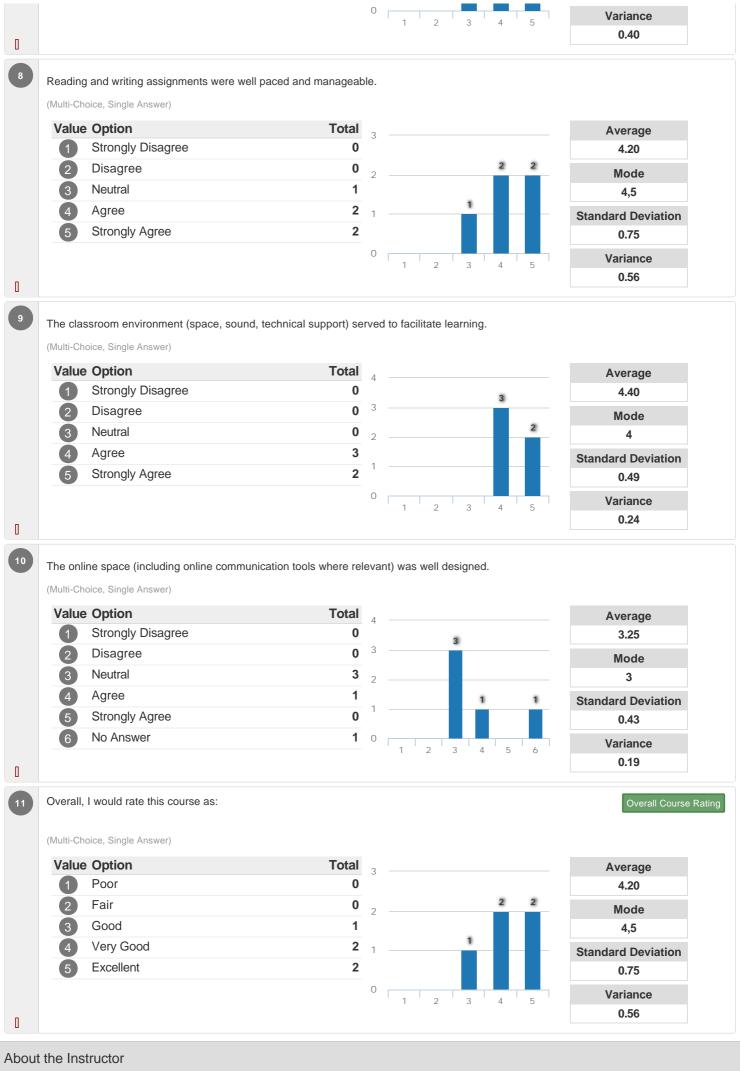
Value Option	Total	6	Average
Strongly Disagree	0	5	4.00
2 Disagree	0	4 ———	Mode
3 Neutral	0		4
4 Agree	5	2	Standard Deviation
5 Strongly Agree	0		0.00
		0 1 2 3 4 5	Variance
		1 2 3 4 3	0.00

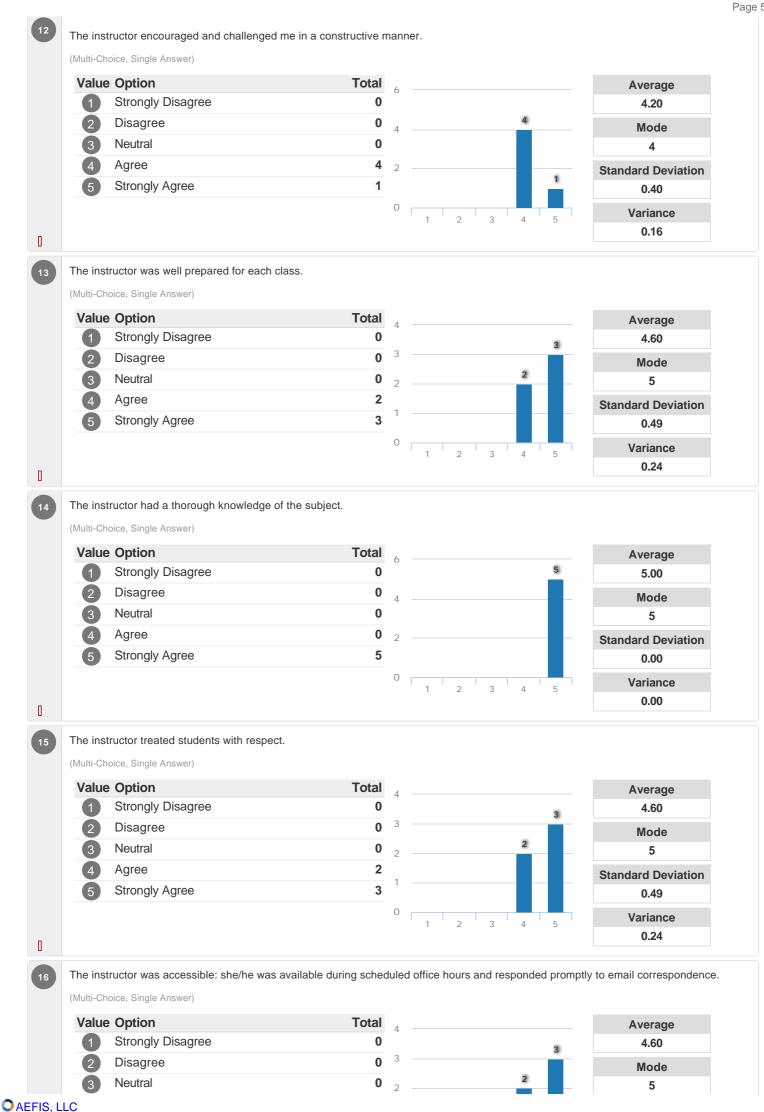
My instructor encouraged me to be actively engaged in this class.

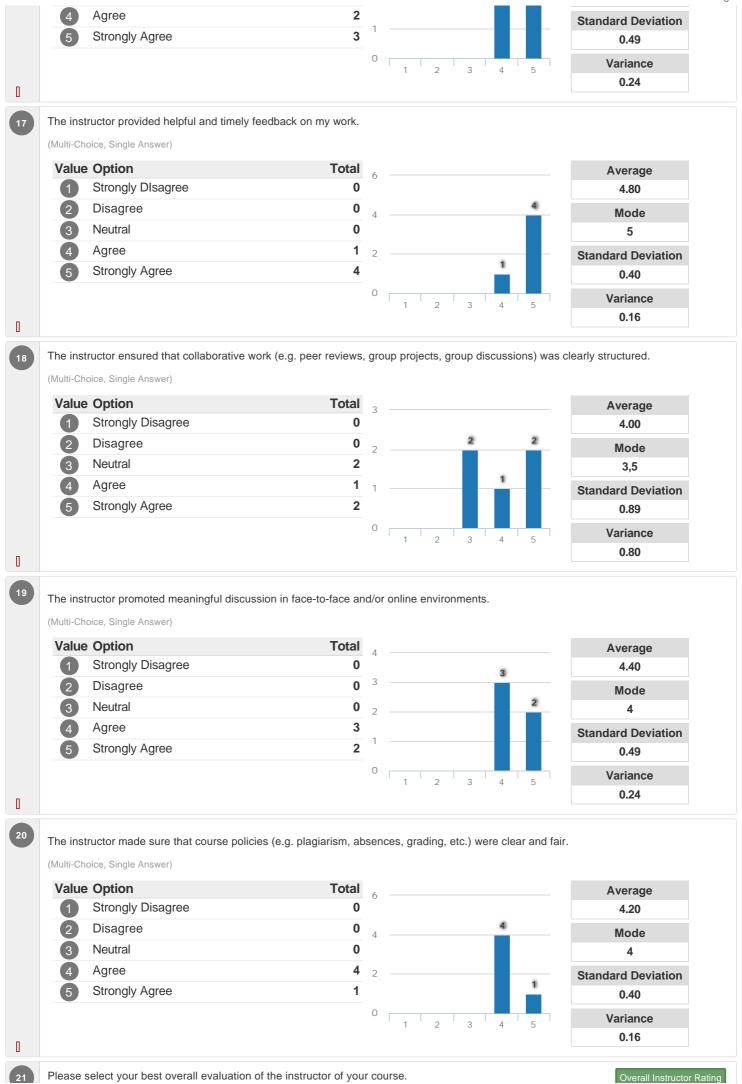
(Multi-Choice, Single Answer)

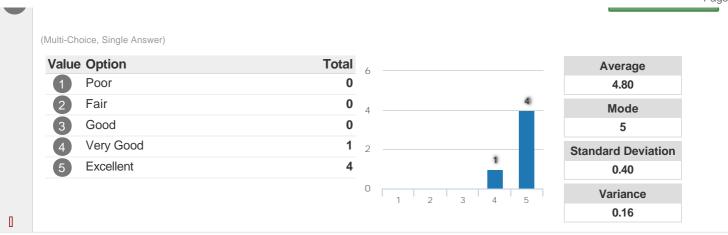


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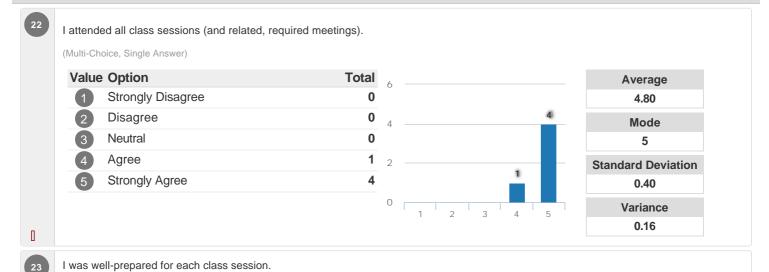








About Yourself



(Multi-Choice, Single Answer) Total 4 **Value Option Average** Strongly Disagree 4.00 **0** 3 -Disagree Mode Neutral 4 Agree **Standard Deviation** Strongly Agree 0.63 Variance 0.40

I invested enough time and energy to meet or exceed course requirements. (Multi-Choice, Single Answer) Total 6 **Value Option Average** Strongly Disagree 4.20 **0** 4 -Disagree Mode Neutral 4 Agree **Standard Deviation** Strongly Agree 0.40 **Variance** 0.16

Feedback

What specific features of this course contributed most to your learning?

(Text/Memo)

- The in-class discussions were extremely thought-provoking and the instructor was very clear regarding her expectations for our writing. I believe my writing has greatly improved as well as my knowledge of the subject matter.
- The professor's knowledge of the subject and ability to explain concepts.
- I liked the specific nature of the reading assignments. In this course we were able to spend a full term on two texts. This allowed ample time for discussion and understanding. Professor Pietys experience and knowledge of Kierkegaard were very evident and made for a great opportunity for learning.
- The essays were what challenged me to think very critically. The discussions also required a lot of critical thinking and I learned a lot from them. They helped clear of confusing parts of the text.
- The classroom setting The highly focused structure and topic of the course The use of a single book allowed for much more analysis

allowed course professor subjectwriting lot clear discussions



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What specific, practical changes would you recommend that might improve this course?

(Text/Memo)

- I can't think of anything in particular I would change, except perhaps I would have like to have seen an example of a well structured paper so that I could refer to it more often.
- Possibly require students to bring one question to each class. It is sometimes
 overwhelming, or difficult to have input in the class when the professor is so well versed
 and knowledgeable on the specific topic. This would allow the students to drive the
 discussion and in a way lead it instead of relying on the professor.
- I might include supplementary readings. Reading things from people who have analyzed Kierkegaard may have helped clear up some of the readings.
- While the movie at the beginning of termset a good introduction for the course, I think
 more supplementary readings may have helped with understanding some of the nuances
 of Kierkegaards writing. Professor Pietys blog posts were a good supplementation. I think
 a few more readings like them would be useful when trying to understand the text before
 class discussion
- The readings would be easier to digest if questions or topics to look for were included.
 This may also allow for the classroom discussions to be more structured.





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