To: Instructors Who Taught Courses in Fall 2008

From: Lisa Staiano-Coico

Subject: Student Feedback Forms (SFF)

Date: February 19, 2009

Included in this report are the results from the student feedback forms for your course in fall 2008. The results are based on those student ratings that were returned to your college or departmental office by the student volunteer from your course. This report contains a summary of the rating data and a listing of all the comments made by the students in your course to the open-ended questions on the evaluation form. A brief explanation of how to interpret the data is presented below.

Data from a hypothetical course section for the SFF—Single Instructor form, question #2:

<table>
<thead>
<tr>
<th>ENROLLMENT: 17</th>
<th>RETURNED FORMS: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The instructor clearly explained the educational objectives of this course.</td>
<td>n = 15</td>
</tr>
<tr>
<td>Section</td>
<td>40%</td>
</tr>
<tr>
<td>Department</td>
<td>42%</td>
</tr>
<tr>
<td>College</td>
<td>42%</td>
</tr>
<tr>
<td>Level</td>
<td>40%</td>
</tr>
<tr>
<td>University</td>
<td>42%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly Agree = 5</th>
<th>Agree = 4</th>
<th>Neutral = 3</th>
<th>Disagree = 2</th>
<th>Strongly Disagree = 1</th>
<th>Not Applicable or Did Not Answer</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6)</td>
<td>(5)</td>
<td>(4)</td>
<td>(0)</td>
<td>(0)</td>
<td></td>
<td>4.1</td>
</tr>
</tbody>
</table>

The data presented above indicate that there were 17 students enrolled in the course, but that only 15 returned the feedback form. The first line in the table reports the number of students who used each of the possible ratings. Thus, of the 15 students who completed the rating form, six indicated that they ‘Strongly Agree’ with the statement that “The instructor clearly explained the educational objectives of this course,” five indicated that they ‘Agree’ with
this statement, four students reported “Neutral”, and no student indicated disagreement with the statement. In addition, no student checked “Not Applicable” or did not answer the question.

The second line of the table (labeled “Section”) presents these same data converted into percentages. Since 6 out of the 15 students used the rating of “Strongly Agree”, this is 40% of the ratings. The 4 students who indicated that they “Agree” with the statement represent 33% of the ratings, and so on. Using a value of 5 for “Strongly Agree,” 4 for “Agree,” 3 for “Neutral” and so on, the mean (or average) for this section is 4.1.

The final four lines of the table report the data for different comparison groups. These groups are:

Third line (Department): All of the courses in the same department as the hypothetical course
Fourth line (College): All of the courses in the same college as the hypothetical course
Fifth line (Level): All of the courses, across the University, at the same level (lower division undergraduate, upper division undergraduate, or graduate/professional) as the hypothetical course
Sixth line (University): All of the courses across the entire University

In the last column of the table, the overall teaching performance is reported by one of three broad levels – upper, middle and lower. Instructors are classified into the ‘upper’ category if more than 50% of respondents rated the instructor ‘Strongly Agree’. Instructors are classified into the ‘lower’ category if more than 20% of respondents rated the instructor ‘Disagree’ or ‘Strongly Disagree’. Instructors not classified according to the prior rules are classified into the ‘middle’ category. Accordingly for this item, since less than 50% of respondents rated the item ‘Strongly Agree,’ the performance level is in the ‘middle’ category, denoted by ‘M’.

The additional data that are reported (page 1 of your report) were derived from the items at the top of the student feedback form. These questions ask the students to indicate what their interest was in the course prior to taking it, what grade they expect to get, whether the course was required or elected, and the number of hours per week spent preparing for the course and completing course assignments. As before, comparison data are provided, although no performance level is indicated.

Please be advised that data are not reported for any course in which the enrollment is fewer than eight students. This decision was made to ensure that anonymity is maintained for students whose identity might be determined in courses with limited enrollment.

If you have suggestions about the way the form is structured or about the way the data are reported, please send your suggestions to the Course and Teaching Evaluation Committee at sff@temple.edu. Thank you for your participation.
**Temple University Student Feedback Form - Fall 2008**

CRN: 068924  
INSTR. NAME: NEWMAN, STEVEN  
DEPARTMENT: ENGLISH (02407)  
COURSE #: 9001  
SECT. #: 001  
CAMPUS: BROAD AND MONTGOMERY  
COLLEGE: LIBERAL ARTS

**ENROLLMENT:** 13  
**COMPLETED EVALUATIONS:** 13

1. Before enrolling, my level of interest in the subject matter of this course was  

<table>
<thead>
<tr>
<th>Level</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Not Answered</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2)</td>
<td>(5)</td>
<td>(6)</td>
<td>(0)</td>
<td>2.3</td>
</tr>
<tr>
<td>Section</td>
<td>15%</td>
<td>38%</td>
<td>46%</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>20%</td>
<td>53%</td>
<td>27%</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>18%</td>
<td>48%</td>
<td>34%</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>12%</td>
<td>43%</td>
<td>44%</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>17%</td>
<td>47%</td>
<td>36%</td>
<td>2.2</td>
<td></td>
</tr>
</tbody>
</table>

2. Expected grade in this course  

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>69%</td>
<td>23%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>3.6</td>
</tr>
<tr>
<td>Department</td>
<td>37%</td>
<td>53%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>3.3</td>
</tr>
<tr>
<td>College</td>
<td>43%</td>
<td>47%</td>
<td>9%</td>
<td>1%</td>
<td>0%</td>
<td>3.3</td>
</tr>
<tr>
<td>Level</td>
<td>55%</td>
<td>40%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>3.5</td>
</tr>
<tr>
<td>University</td>
<td>46%</td>
<td>44%</td>
<td>10%</td>
<td>1%</td>
<td>0%</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Expected Medical grade (if applicable)  

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>69%</td>
<td>23%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>3.6</td>
</tr>
<tr>
<td>Department</td>
<td>37%</td>
<td>53%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>3.3</td>
</tr>
<tr>
<td>College</td>
<td>43%</td>
<td>47%</td>
<td>9%</td>
<td>1%</td>
<td>0%</td>
<td>3.3</td>
</tr>
<tr>
<td>Level</td>
<td>55%</td>
<td>40%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>3.5</td>
</tr>
<tr>
<td>University</td>
<td>46%</td>
<td>44%</td>
<td>10%</td>
<td>1%</td>
<td>0%</td>
<td>3.3</td>
</tr>
</tbody>
</table>

3. Course was: Required or Elective  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required</th>
<th>Elective</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>92%</td>
<td>8%</td>
<td>1.1</td>
</tr>
<tr>
<td>Department</td>
<td>75%</td>
<td>25%</td>
<td>1.2</td>
</tr>
<tr>
<td>College</td>
<td>62%</td>
<td>38%</td>
<td>1.4</td>
</tr>
<tr>
<td>Level</td>
<td>75%</td>
<td>25%</td>
<td>1.2</td>
</tr>
<tr>
<td>University</td>
<td>72%</td>
<td>28%</td>
<td>1.3</td>
</tr>
</tbody>
</table>

4. On average, hours per week spent preparing for class and completing course assignments  

<table>
<thead>
<tr>
<th>Hours</th>
<th>8 or more</th>
<th>6 to 8</th>
<th>4 to 6</th>
<th>2 to 4</th>
<th>1 up to 2</th>
<th>Less than 1</th>
<th>Not Answered</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>38%</td>
<td>46%</td>
<td>0%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Department</td>
<td>6%</td>
<td>11%</td>
<td>22%</td>
<td>24%</td>
<td>22%</td>
<td>12%</td>
<td>3%</td>
<td>4.1</td>
</tr>
<tr>
<td>College</td>
<td>3%</td>
<td>6%</td>
<td>17%</td>
<td>23%</td>
<td>25%</td>
<td>19%</td>
<td>6%</td>
<td>3.6</td>
</tr>
<tr>
<td>Level</td>
<td>19%</td>
<td>16%</td>
<td>20%</td>
<td>17%</td>
<td>14%</td>
<td>10%</td>
<td>4%</td>
<td>4.6</td>
</tr>
<tr>
<td>University</td>
<td>7%</td>
<td>10%</td>
<td>17%</td>
<td>20%</td>
<td>22%</td>
<td>17%</td>
<td>7%</td>
<td>3.8</td>
</tr>
</tbody>
</table>
### Temple University Student Feedback Form - Fall 2008

**CRN:** 068924  
**INSTR. NAME:** Newman, Steven  
**DEPARTMENT:** English (02407)  
**COURSE #:** 9001  
**SECT. #:** 001  
**CAMPUS:** Broad and Montgomery  
**COLLEGE:** Liberal Arts

**ENROLLMENT:** 13  
**COMPLETED EVALUATIONS:** 13

<table>
<thead>
<tr>
<th>Statement</th>
<th>n=13</th>
<th>Section</th>
<th>Department</th>
<th>College</th>
<th>Level</th>
<th>University</th>
<th>Mean</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I came well prepared for class.</td>
<td></td>
<td>8%</td>
<td>36%</td>
<td>34%</td>
<td>30%</td>
<td>34%</td>
<td>3.9</td>
<td>M</td>
</tr>
<tr>
<td>The instructor clearly explained the educational objectives of this course.</td>
<td></td>
<td>38%</td>
<td>49%</td>
<td>45%</td>
<td>41%</td>
<td>44%</td>
<td>4.2</td>
<td>U</td>
</tr>
<tr>
<td>The instructor was well organized and prepared for class.</td>
<td></td>
<td>85%</td>
<td>55%</td>
<td>51%</td>
<td>46%</td>
<td>49%</td>
<td>4.8</td>
<td>U</td>
</tr>
<tr>
<td>The instructor was conscientious in meeting class and office hour</td>
<td></td>
<td>69%</td>
<td>57%</td>
<td>50%</td>
<td>47%</td>
<td>48%</td>
<td>4.7</td>
<td>U</td>
</tr>
<tr>
<td>The instructor promoted a classroom atmosphere in which I felt free to</td>
<td></td>
<td>38%</td>
<td>58%</td>
<td>54%</td>
<td>48%</td>
<td>51%</td>
<td>4.3</td>
<td>M</td>
</tr>
<tr>
<td>The instructor provided useful feedback about exams, projects, and</td>
<td></td>
<td>54%</td>
<td>52%</td>
<td>54%</td>
<td>41%</td>
<td>51%</td>
<td>4.3</td>
<td>M</td>
</tr>
<tr>
<td>The instructor has applied grading policies fairly.</td>
<td></td>
<td>50%</td>
<td>47%</td>
<td>54%</td>
<td>41%</td>
<td>43%</td>
<td>4.1</td>
<td>U</td>
</tr>
<tr>
<td>The instructor taught this course well.</td>
<td></td>
<td>54%</td>
<td>51%</td>
<td>48%</td>
<td>42%</td>
<td>45%</td>
<td>4.1</td>
<td>U</td>
</tr>
</tbody>
</table>

**Notes:**  
- **Strongly Agree:** 5  
- **Agree:** 4  
- **Neutral:** 3  
- **Disagree:** 2  
- **Strongly Disagree:** 1  
- **Not Answered**

**Mean Performance Level:**  
- **U=Upper**  
- **M=Middle**  
- **L=Lower**
9. The course content was consistent with the educational objectives of this course.

<table>
<thead>
<tr>
<th></th>
<th>Section</th>
<th>Department</th>
<th>College</th>
<th>Level</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>n=13</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>48% 42% 8% 2% 0% 4.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46% 41% 10% 2% 1% 4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>45% 43% 8% 2% 1% 4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>45% 41% 10% 3% 1% 4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. The course increased my ability to analyze and critically evaluate ideas, arguments, and points of view.

<table>
<thead>
<tr>
<th></th>
<th>Section</th>
<th>Department</th>
<th>College</th>
<th>Level</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>n=13</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>47% 37% 11% 3% 1% 4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40% 37% 16% 5% 2% 4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>41% 40% 13% 4% 2% 4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>39% 37% 16% 5% 2% 4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. I learned a great deal in this course.

<table>
<thead>
<tr>
<th></th>
<th>Section</th>
<th>Department</th>
<th>College</th>
<th>Level</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>n=13</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>43% 38% 14% 4% 2% 4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>43% 36% 13% 4% 3% 4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>45% 38% 11% 4% 2% 4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>43% 37% 13% 4% 3% 4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This section was not scored because either additional (optional) items were not used or no additional items were answered.
Comments

Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

Covered a lot of material, which has its pros and cons. Good as an overview, but sometimes the time in seminar was by far not sufficient in getting a handle on the material. Also, the incorporation of the literary text at the course’s end was extremely illuminating to the critical texts. This could have helped in early cases, but would also require adding more to the syllabus, not sure...

2. What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?

Not sure. The above comment fit in here to a degree. There were just some conflict b/w the amount I wanted to get out of each text and the actual time that could be put in. I realize this is an intro class and, as such, an overview, but the largely discussion based seminars would probably have benefitted from more thorough engagement outside of class.

3. Please comment on the instructor’s sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

I was never uncomfortable. Newman seems conscious of establishing a level of inclusivity in class.
Comments
Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?
   - The previous (by email)
   - The way post/responses were incorporated into discussion

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?
   - The mechanics of the A & B groups posting in respect to weeks people were presenting made it so some people posted far less times than others (i.e., if you were presenting AND responding on your (A/B) week)

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.
1. What aspects of the course or the instructor's approach contributed most to your learning?

Dr. Newman's effort to help us understand or at least accommodate complex texts was most helpful. He was always rehashing the developing ideas, incorporating the new into what we established through the semester.

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?

I think slowing down on the reading, taking a week here and there to simply revisit texts. The amount of time available to study texts wasn't possible, but most of these required numerous readings. I attempted this occasionally, but couldn't regularly.

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

There was not much diversity in our class, but what was there was usually respected. Though once I felt a student was corrected (though she needed it)
Comments

Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

   The variety of readings and the professor's encouragement that we
   compile our understanding(s) of the texts, their ideas, and our interpretation(s) — I appreciated the
   core w/ which he encouraged us to use terms.
   - research project was helpful

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?

   - the response to the presentation didn't seem to be
     as motivated or connected as some
     other aspects of the course

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

   - no complaints
Comments
Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor’s approach contributed most to your learning?
The theoretical readings were well paced (not too much to absorb in one) and the responses and presentations were integrated well to maximize/balance discussion of what interested us and delivery of information we needed about theories.

2. What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?
The skills needed for successfully writing the 3 paper essays could have been given a bit more attention during class time. The syllabus was up front in describing the divided purposes of theory & research, but more integration during class time could have been helpful.

3. Please comment on the instructor’s sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.
great - no problems
Comments
Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?

   I would have liked a better context for the works we read as they pertained to their placement in literary theory.

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

   The classroom welcomed differing opinions on race, gender, etc.
Comments
Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?
   The focus on connections between reading was especially enlightening.

2. What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.
Comments

Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

Being required to participate in Blackboard posts
Research component of assigned papers

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?

The book's excerpts/selection choices of authors often didn't feel representative of what many of the authors are known for. Some areas were focused more on than others - but that's a personal issue, as I would have enjoyed longer time on certain areas that only received a week's time of analysis.

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

Very sensitive
Comments

Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

I've only dealt with Theory once before in a class in undergrad, so I very much appreciated the overview this class provided. I feel I have a much stronger foundation on which to base my ideas and papers because of this class. I especially appreciated the every-other-week short responses to the readings, which were not overwhelming but allowed me to gain a deeper understanding of critical theory. I also really liked the format of the class, which seemed very conducive to discussion.

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?

I felt slightly lost when it came to writing the 3 papers for this course. Their topics and methods were all so new to me that I felt like I didn't even know what questions to ask about how to progress with them. I would have appreciated more specific guidance regarding the possibilities for investigating these topics & methods of relaying them.

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

Very sensitive to diversity.
1. What aspects of the course or the instructor's approach contributed most to your learning?
   - His ability to explain what is at stake in critical debates
   - His ability to historicize critical claims, concepts, and make clear how critical moves tend to be made
   - His guidance regarding how researchers in English plan, research, and write professional-level work.

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?
   I would suggest that he concentrate more heavily on the research that we do for our papers, and the task of graduate work, and scale back somewhat the amount of critical theory that we read.

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.
   Generally this was very good. My only concerns stem from the professor's or the class's attitude toward political viewpoint; there was a built-in assumption that if the literature classroom was going to be 'political,' then its politics were leftist. This assumption is something that I would expect a self-aware criticism to interrogate, but we never did so.
Comments
Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

   Feedback on essays was very helpful and his ability to relate/make relevant the various texts — especially via short, introductory lectures for some class meetings.

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?

   Less emphasis on Blackboard/Electronic communication. Numerical grading in grad. school does not make sense —

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

   Fine. No problems.
Comments

Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

not sure. the subject material was too obscure and abstract, and I had an extremely difficult time with it. I'm not sure I learned much at all. in Dr. Newman's defense, I was unable to put in the required 8 hours of preparation per week due to working two jobs.

2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?

this was a class on theory, which I didn't connect to at all. it was nothing the instructor could help. he is a good professor.

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.

very conscientious and aware — wait, aware about diversity. when discussing relevant topics in class — he assumed his class was all white middle class, and went from there with no complaints or faux pas.
Comments

Please comment on the quality of the course and instruction.

1. What aspects of the course or the instructor's approach contributed most to your learning?

   The discursive nature of the class helped to illuminate the difficult texts.

2. What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?

   It would be helpful if there were a way to make the required presentations more engaging, generally. Also, examples of quality papers before the papers are written could help direct efforts.

3. Please comment on the instructor's sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity and disability) of the students in the class.
Department of English  
Graduate Program

1. Did the instructor seem to know the course material and related material?  
   Yes.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?  
   Sort of. It seemed like my classmates knew more than I did, which they probably did, and every basic overview to theory was something I had to feel out myself.

3. Make any necessary comments on the required readings.  
   Fucking ridiculous. I am having very serious doubts on continuing my graduate career if that is the bullshit I will be required to produce.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?  
   Sure.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.  
   It was a discussion. But well—just because I didn't understand what was going on doesn't mean it wasn't a seemingly productive discussion.

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?  
   Yes.

8. Was the instructor in during the scheduled office hours?  
   N/A

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?  
    Yes.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?  
    Yes.

12. Would you recommend this instructor to other students?  
    Yes.
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material?  
   Yes.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful? It seemed the students were supposed to know perhaps more than they did. Perhaps cutting back on the quantity of material may provide opportunities for more in-depth discussions.

3. Make any necessary comments on the required readings. Not being familiar with the references to prior sections mentioned in some texts made it unclear what the author was responding to sometimes, but there's not every way to find that.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?

8. Was the instructor in during the scheduled office hours? Yes.

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with? Yes.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity? The writing assignments were especially challenging in a good way.

12. Would you recommend this instructor to other students? Yes.
1. Did the instructor seem to know the course material and related material?  
   Yes

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?  
   I would have liked materials that provided more context for the texts we read, for example background information on literary movements. The textbook disposed some but I don't feel that it was adequate for me.

3. Make any necessary comments on the required readings.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.  
   The course assumed a background with many of the works we read. Reading some of the more difficult texts, I found it difficult to fully grasp their meaning. Supplemental readings would have been helpful.

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?  
   Yes

8. Was the instructor in during the scheduled office hours?  
   Yes

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?  
   Yes

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?  
   Yes

12. Would you recommend this instructor to other students?  
   Yes
Department of English  
Graduate Program

1. Did the instructor seem to know the course material and related material?
   
   Yes. Demonstrated a thorough knowledge of a wide range of material. Also linked course material to outside literature.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?

   Yes, but this was often after the fact. Readings could have been beneficial from an introduction beforehand, even if there is a danger of being too heavy-handed.

3. Make any necessary comments on the required readings.
   
   Wider range of readings is important. Writing and texts, I was satisfied. I wish reading more.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?

   Yes, very open, but encouragement of quick short needs.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.

   At times too much material, could have spent more time on some essays.

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?

   Yes.

8. Was the instructor in during the scheduled office hours?

   NA. Was in during scheduled meetings.

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?

    Yes.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?

    Completely.

12. Would you recommend this instructor to other students?

    Yes.
1. Did the instructor seem to know the course material and related material?  
   Very well.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful? There were some instances in which I felt that I didn't have sufficient theoretical background to understand the texts, but the majority of the time the professor gave sufficient background technique. I would have liked to have begun the course at a slower pace and with a lighter reading load in order to get accustomed to grad school.

3. Make any necessary comments on the required readings. Background technique.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?  
   Yes.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.  
   Yes - The professor was very good at inciting discussions, posing interesting questions, as well as framing topics in larger structures.

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?  
   Yes.

8. Was the instructor in during the scheduled office hours?  
   Yes.

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?  
    Yes extremely.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?  
    Yes.

12. Would you recommend this instructor to other students?  
    Yes.
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material? Yes - and allowed students to bring in their areas of knowledge to supplement/compliment the course material.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful? Yes. Good.

3. Make any necessary comments on the required readings. Some weeks (esp. toward the start of the semester - Craft) there was simply too much.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged? 

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method. Yes. The posts were very helpful. And his amount of involvement/control over discussion was excellent. Never did things seem out of control - they were always relevant, but we had freedom.

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work? Yes

8. Was the instructor in during the scheduled office hours? Yes

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity? Yes - the way the papers built on one another was actually very helpful (despite my initial skepticism) and ended me in a project.

12. Would you recommend this instructor to other students? Certainly
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material?

   Totally

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?

   always, more than perhaps he should, less is sometimes more

3. Make any necessary comments on the required readings.

   Possibly too much. We had eight or more hours of required reading before the first meeting.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?

   Yes, very much so - which I benefited from

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.

   Yes. Very open. Perhaps too much leeway in the content of student presentations

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?

   Sorta. I felt the expectations were higher than my other instructors. Time of return was also an issue. Even his responses seemed hard to grasp.

8. Was the instructor in during the scheduled office hours?

   Yes

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?

    Totally

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?

    Totally

12. Would you recommend this instructor to other students?

    Yes, just be prepared to work hard and still feel it's not enough.
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material? Yes, he had a very strong understanding of the material.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful? Most of the time, some of the problem was simply finding entry points into circles of reference that are difficult for people new to the field, especially non-literature track students.

3. Make any necessary comments on the required readings. I might have liked to discuss more postcolonial takes on literature.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged? Yes, in the final paper.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method. Yes, encouraged discussion and shared it in helpful ways.

6. Was the instructor’s criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work? Yes, the comments were often helpful and he was willing to extend an explanation if necessary — generally in time.

8. Was the instructor in during the scheduled office hours?

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with? Yes, it was helpful for me as an entry point.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity? Yes, course goals seemed to be consistent with work and readings, discussions, and blackboard.

12. Would you recommend this instructor to other students? Yes.
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material?
   Absolutely. And far, far beyond.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?
   Not really. A lot of terms and backgrounds of authors I had to look up on my own. The assumption might have been that we know more than we do in reality, actually do.

3. Make any necessary comments on the required readings.
   Some of it felt very tedious, but all fit within parameters of class and all taught something useful.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?
   Yes – to a point. I think there was always a set idea of how the discussion was supposed to go, and if we strayed, we were pulled back. Research & Criticism – yes.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method. Yes – integration of student responses on Blackboard aided in bringing our own thoughts/arguments into the discussion at hand.

6. Was the instructor’s criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work? Initially, responses took awhile but not to a point that caused much harm. Criticism was always good, useful, valid.

8. Was the instructor in during the scheduled office hours?
   Yes – always around and always willing to meet.

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with? Yes. Often leaving me at times, but very fulfilling.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?
    Definitely.

12. Would you recommend this instructor to other students?
    100%. Best class of the semester.
1. Did the instructor seem to know the course material and related material?
   Yes, extremely well.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?
   Yes, I was extremely happy with his ability to relate the critical essays we read to the larger theoretical issues at stake.

3. Make any necessary comments on the required readings.
   I would suggest a decreased number of readings; the added class time could be used discussing aspects of literary research related to the papers that we wrote.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?
   Yes.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.
   Yes; each class discussion branched out to include contents larger debates in ways that were helpful.

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work? Yes to both.

8. Was the instructor in during the scheduled office hours?
   Yes.

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with? Yes, very much so.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity? Not quite. Our papers were not terribly well-related to the assigned readings & class discussions.

12. Would you recommend this instructor to other students?
   Yes.
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material?
   
   Yes, very much so.

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?
   
   For the most part — had we more exposure to earlier writings / tradition / background, that would have helped.

3. Make any necessary comments on the required readings.
   
   Too much contemporary criticism.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?
   
   Yes. This was the basis for the three (3) essay assignments.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.
   
   Yes. Intro. lectures for some meetings to re-read, connect — e-mail / communication was successful in this aspect.

6. Was the instructor’s criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?
   
   Very much so — very helpful / fair / constructive ... too much time after essay #1, though.

8. Was the instructor in during the scheduled office hours?
   
   Always.

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?
    
    Very much so — all new to me and approved well for my position, but see #2.

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?
    
    Yes.

12. Would you recommend this instructor to other students?
    
    Definitely.
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material?
   
   yes

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?

3. Make any necessary comments on the required readings.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?
   The draft reading felt outside the class in some way. That is not to say it was inappropriate, but I didn't feel it ever fully integrated.

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.
   yes

6. Was the instructor's criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work?
   yes, yes

8. Was the instructor in during the scheduled office hours?
   I did not visit office hours, but Dr. Newman was very available to schedule his time for

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with?
    yes

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?
    yes

12. Would you recommend this instructor to other students?
    Yes, Dr. Newman has been my strongest and most instructive professor.
Department of English
Graduate Program

1. Did the instructor seem to know the course material and related material?
   
   absolutely

2. Did the instructor give you sufficient background information, vocabulary, techniques, etc. to aid in your understanding of the subject? How would you have liked more help? What help was especially useful?
   very much so for theory component
   not as much instruction on research methods

3. Make any necessary comments on the required readings.
   I thought the selection of theory/criticism were manageable but also represented a breadth of approaches.

4. If the course was conducted as a seminar, was exploration of original topics for research or criticism encouraged?
   yes, but it would be difficult to foster new research ideas on our selected primary texts in the same way as in a subject-specific seminar

5. Did the instructor conduct class discussion in a way that aided learning? Be specific about the strengths and weaknesses of teaching method.
   yes, I especially appreciated that he referenced online posts to make them more than busy work

6. Was the instructor’s criticism of papers and exams constructive and helpful to learning? Were papers returned in sufficient time to be helpful in your subsequent work? yes

8. Was the instructor in during the scheduled office hours?
   yes

10. Was the course intellectually challenging in terms of the range and depth of ideas dealt with? yes

11. Did the instructor organize the assignments and individual projects in such a way that the course had continuity, integration, and unity?
   it has continuity on each of the two registers of the course

12. Would you recommend this instructor to other students?
   yes - overall he was excellent one of the best graduate instructors I've had