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## INTEROFFICE MEMORANDUM

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**Hai-Lung Dai**

Provost

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To: Instructors Who Taught Courses in Fall 2013

From: Hai-Lung Dai, Provost

Subject: Student Feedback Forms (SFF)

Date: December 20, 2013

Included in this report are the results from the student feedback forms for your course in fall 2013. The results are based on those student ratings that were submitted for 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:

ENROLLMENT: 17 RETURNED FORMS: 15		Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable or Did Not Answer	Mean	Performance Level U=Upper M=Middle L=Lower
2. The instructor clearly explained the educational objectives of this course.	n = 15	(6)	(5)	(4)	(0)	(0)	(0)	4.1	
	Section	40%	33%	27%	0%	0%		4.1	
	Department	42%	33%	21%	4%	0%		4.1	
	College	42%	33%	21%	4%	0%		4.1	
	Level	40%	33%	27%	0%	0%		4.1	
	University	42%	33%	21%	4%	0%		4.1	M

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 5 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 (Department, College, Level, and University) and reflect the percentages across each classification. For example, in the “Strongly Agree” column, the percentage reported on the third line (labeled “Department”) indicates that 42% of students in the same department as the hypothetical course section used the rating of “Strongly Agree” for this item. These percentages allow for comparison of the data from your course section to the data from all the courses in the same Department, in the same College, at the same Level (lower division undergraduate, upper division undergraduate, or graduate/professional), and 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 the percentage of respondents who rated the item “Strongly Agree” was 50% or less, 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 the data are reported, please send your suggestions to the Course and Teaching Evaluation Committee at [sff@temple.edu](mailto:sff@temple.edu). Thank you for your participation.

# Temple University Student Feedback Form - Fall 2013

CRN: **3564**  
 INSTR. NAME: **NEWMAN, STEVEN L.**  
 DEPARTMENT: **LA-ENG**  
 COURSE #: **9001**  
 SECT. #: **001**  
 CAMPUS: **MAIN**  
 COLLEGE: **LIBERAL ARTS**

TIMES TAUGHT: **2 - 4**  
 INSTR. TUID: **908795848**  
 COURSE NAME: **INTRO TO GRADUATE STUDY**  
 INSTRUCTOR: **1 of 1**  
 FORMS USED: **S1 (Single Instructor)**

ENROLLMENT: **12**  
 COMPLETED EVALUATIONS: **12**

	<b>n=12</b>	Low = 1			Moderate = 2			High = 3			<b>Not Answered</b>	<b>Mean</b>
		(1)	(9)	(2)	(0)	(0)	(0)	(0)	(0)	(0)		
<b>1. Before enrolling, my level of interest in the subject matter of this course was</b>												
	Section	8%	75%	17%								2.1
	Department	19%	50%	31%								2.1
	College	20%	46%	35%								2.2
	Level	11%	42%	46%								2.4
	University	16%	45%	39%								2.2
<b>2. Expected grade in this course</b>					<b>A = 4</b>	<b>B = 3</b>	<b>C = 2</b>	<b>D = 1</b>	<b>F = 0</b>			
	Section	58%	42%	0%	0%	0%	0%	0%	0%			3.6
	Department	43%	49%	8%	0%	0%	0%	0%	0%			3.3
	College	48%	43%	8%	0%	0%	0%	0%	0%			3.4
	Level	64%	33%	3%	0%	0%	0%	0%	0%			3.6
	University	50%	40%	9%	1%	0%	0%	0%	0%			3.4
					<b>H = 3</b>	<b>HP = 2</b>	<b>P = 1</b>	<b>F = 0</b>				
<b>Expected Medical grade (if applicable)</b>	<b>n=</b>											
	Section											
	Department											
	College											
	Level											
	University											
<b>3. Course was: Required or Elective</b>					<b>Required = 1</b>	<b>Elective = 2</b>						
	Section	83%	17%		0%	0%	0%	0%	0%			1.2
	Department	74%	26%		0%	0%	0%	0%	0%			1.3
	College	62%	38%		0%	0%	0%	0%	0%			1.4
	Level	73%	27%		0%	0%	0%	0%	0%			1.3
	University	72%	28%		0%	0%	0%	0%	0%			1.3
<b>4. On average, hours per week spent preparing for class and completing course assignments</b>					<b>8 or more = 7</b>	<b>6 up to 8 = 6</b>	<b>4 up to 6 = 5</b>	<b>3 up to 4 = 4</b>	<b>2 up to 3 = 3</b>	<b>1 up to 2 = 2</b>	<b>Less than 1 = 1</b>	<b>Not Answered</b>
	Section	67%	17%	0%	17%	0%	0%	0%	0%	0%	0%	6.3
	Department	7%	12%	23%	23%	21%	11%	2%				4.2
	College	5%	9%	19%	21%	23%	17%	6%				3.8
	Level	17%	16%	20%	16%	15%	11%	4%				4.5
	University	9%	12%	19%	19%	20%	16%	6%				4.0

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 COURSE #: **9001**  
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 CAMPUS: **MAIN**  
 COLLEGE: **LIBERAL ARTS**

TIMES TAUGHT: **2 - 4**  
 INSTR. TUID: **908795848**  
 COURSE NAME: **INTRO TO GRADUATE STUDY**  
 INSTRUCTOR: **1 of 1**  
 FORMS USED: **S1 (Single Instructor)**

ENROLLMENT: **12**  
 COMPLETED EVALUATIONS: **12**

	<b>n= 12</b>	(6)	(6)	(0)	(0)	(0)	Not Answered	Mean	Performance
									Level U=Upper M=Middle L=Lower
<b>1. I came well prepared for class.</b>	<b>n= 12</b>	(6)	(6)	(0)	(0)	(0)	(0)	4.2	M
	Section	50%	50%	0%	0%	0%	0%	4.5	
	Department	39%	47%	11%	2%	0%	0%	4.2	
	College	38%	46%	12%	3%	1%	0%	4.2	
	Level	33%	52%	12%	2%	1%	0%	4.1	
	University	39%	46%	11%	2%	1%	0%	4.2	
<b>2. The instructor clearly explained the educational objectives of this course.</b>	<b>n= 12</b>	(9)	(3)	(0)	(0)	(0)	(0)	4.8	U
	Section	75%	25%	0%	0%	0%	0%	4.8	
	Department	57%	34%	6%	2%	1%	0%	4.4	
	College	53%	34%	8%	3%	2%	0%	4.3	
	Level	48%	40%	8%	3%	1%	0%	4.3	
	University	51%	36%	8%	3%	2%	0%	4.3	
<b>3. The instructor was well organized and prepared for class.</b>	<b>n= 12</b>	(12)	(0)	(0)	(0)	(0)	(0)	5.0	U
	Section	100%	0%	0%	0%	0%	0%	5.0	
	Department	62%	30%	5%	2%	1%	0%	4.5	
	College	58%	31%	7%	3%	2%	0%	4.4	
	Level	52%	36%	7%	3%	1%	0%	4.4	
	University	55%	33%	7%	3%	2%	0%	4.4	
<b>4. The instructor was conscientious in meeting class and office hour responsibilities.</b>	<b>n= 12</b>	(9)	(3)	(0)	(0)	(0)	(0)	4.8	U
	Section	75%	25%	0%	0%	0%	0%	4.8	
	Department	64%	28%	6%	1%	1%	0%	4.5	
	College	58%	31%	8%	1%	1%	0%	4.4	
	Level	54%	36%	8%	1%	1%	0%	4.4	
	University	56%	33%	9%	2%	1%	0%	4.4	
<b>5. The instructor promoted a classroom atmosphere in which I felt free to ask questions.</b>	<b>n= 12</b>	(10)	(1)	(0)	(1)	(0)	(0)	4.7	U
	Section	83%	8%	0%	8%	0%	0%	4.7	
	Department	66%	25%	6%	2%	1%	0%	4.5	
	College	61%	28%	7%	3%	2%	0%	4.4	
	Level	57%	33%	7%	2%	1%	0%	4.4	
	University	58%	30%	8%	3%	2%	0%	4.4	
<b>6. The instructor provided useful feedback about exams, projects, and assignments.</b>	<b>n= 12</b>	(11)	(1)	(0)	(0)	(0)	(0)	4.9	U
	Section	92%	8%	0%	0%	0%	0%	4.9	
	Department	61%	27%	7%	3%	2%	0%	4.4	
	College	52%	30%	11%	5%	3%	0%	4.2	
	Level	48%	35%	11%	4%	2%	0%	4.2	
	University	49%	31%	11%	5%	3%	0%	4.2	
<b>7. So far, the instructor has applied grading policies fairly.</b>	<b>n= 12</b>	(10)	(2)	(0)	(0)	(0)	(0)	4.8	U
	Section	83%	17%	0%	0%	0%	0%	4.8	
	Department	56%	31%	9%	2%	1%	0%	4.4	
	College	55%	32%	8%	3%	2%	0%	4.4	
	Level	50%	37%	10%	2%	1%	0%	4.3	
	University	52%	33%	10%	3%	2%	0%	4.3	
<b>8. The instructor taught this course well.</b>	<b>n= 12</b>	(10)	(1)	(0)	(1)	(0)	(0)	4.7	U
	Section	83%	8%	0%	8%	0%	0%	4.7	
	Department	59%	29%	7%	3%	2%	0%	4.4	
	College	55%	29%	9%	4%	3%	0%	4.3	
	Level	50%	35%	10%	4%	2%	0%	4.3	
	University	52%	31%	10%	4%	3%	0%	4.2	

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 DEPARTMENT: **LA-ENG**  
 COURSE #: **9001**  
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 CAMPUS: **MAIN**  
 COLLEGE: **LIBERAL ARTS**

TIMES TAUGHT: **2 - 4**  
 INSTR. TUID: **908795848**  
 COURSE NAME: **INTRO TO GRADUATE STUDY**  
 INSTRUCTOR: **1 of 1**  
 FORMS USED: **S1 (Single Instructor)**

ENROLLMENT: **12**  
 COMPLETED EVALUATIONS: **12**

	<b>n= 12</b>	Strongly Agree = 5					Not Answered	Mean	Performance Level U=Upper M=Middle L=Lower
		Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1				
<b>9. The course content was consistent with the educational objectives of this course.</b>	<b>n= 12</b>	(9)	(3)	(0)	(0)	(0)	(0)	4.8	
	Section	75%	25%	0%	0%	0%		4.8	
	Department	57%	34%	7%	2%	1%		4.4	
	College	55%	34%	8%	2%	1%		4.4	
	Level	51%	39%	7%	2%	1%		4.4	
	University	53%	36%	8%	2%	1%		4.4	
<b>10. The course increased my ability to analyze and critically evaluate ideas, arguments, and points of view.</b>	<b>n= 12</b>	(10)	(1)	(1)	(0)	(0)	(0)	4.8	
	Section	83%	8%	8%	0%	0%		4.8	
	Department	54%	32%	9%	3%	2%		4.3	
	College	49%	31%	12%	4%	3%		4.2	
	Level	47%	37%	11%	3%	2%		4.2	
	University	47%	33%	13%	4%	3%		4.2	
<b>11. I learned a great deal in this course.</b>	<b>n= 12</b>	(10)	(1)	(1)	(0)	(0)	(0)	4.8	
	Section	83%	8%	8%	0%	0%		4.8	
	Department	51%	32%	11%	3%	2%		4.3	
	College	51%	31%	11%	4%	3%		4.2	
	Level	49%	36%	10%	3%	2%		4.3	
	University	50%	32%	11%	4%	3%		4.2	

## Temple University Student Feedback Form - Fall 2013

CRN: 3564

INSTR. NAME: NEWMAN, STEVEN L.

INSTRUCTOR: 1 of 1

### Additional Items Report

Below is an analysis of responses in the "Additional Items" section of the student sheets.

This section was not scored because either additional (optional) items were not used or no additional items were answered.

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

Strong lesson plan, very good in-class discussion, strong feedback on papers and drafts, and good adjustments to the ebbs and flows of a 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?**

Perhaps sticking to more central texts/topics. At times the class was a bit diffuse with a number of loose ends. Though this was intentional, at times the numerous different directional paths did not always produce the best commentary.

**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 problems.

- 1. What aspects of the course or the instructor's approach contributed most to your learning?**  
Discussion in class and on online discussion boards helped the most.
- 2. What aspects of the course or the instructor's approach would you change to improve the learning that takes place in the course?**  
Clearly stating the goals and the objectives of the course throughout the course may help better direct students.
- 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 professor was respectful, thoughtful, and honest.

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

Truly? All aspects. Dr. Newman is an extremely conscientious and hard working instructor. The amount of careful planning that went into every detail of our learning experience is staggering. In particular, I applaud the range of reading assignments, the organization and execution of the class presentation project, and the structure and pacing of our three essay assignments. The BB posts were helpful, and/but Im grateful that he shortened them after a few weeks and also gave us breaks from them! This was a very demanding class (sometimes almost beyond my physical capacity), but it also had great payoff.

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

Though the class previews were interesting, I do not think they contributed, in general, to my learning (though sometimes they did, which is why I said all aspects above). The first weeks preview, which was sent before the semester started, created great anxiety in me, in fact, and resulted in my overpreparing for class. That might sound like a good thing, but it wasnt helpful, and I was virtually silenced by how daunting the preview had made the material seem. Though some of Dr. Newmans inclusions were helpful (our BB posts for reference purposes or the occasional outside quotation that he planned to cite during class), I think the preview could have been much shorter. As the weeks went on, I began to read the previews less and less attentively. As in all things Dr. Newman does, I know the intent was good and doubtlessly thoroughly considered on his part, but the effect for me was often counterproductive to my free engagement with the course materials.

**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.**

Dr. Newman is extremely sensitive to the diversity of his students, both in terms of visible and invisible differences between us. His classroom is a safe space, which is not true of all classrooms at Temple. I think hes an incredibly open minded individual, which, in my opinion, contributes significantly to his effectiveness as a teacher. His humanity and goodness alone make me want to take another class with him. At the end of the day, its not his brilliance or conscientious preparation that will stick most with me (though they will stick, of course); its how he made me feel.

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

I cannot possibly praise this professor enough. He assigned a wide range of theoretical texts and kept each of them relevant throughout the semester. He was extremely organized and helped everyone keep track of class by providing us with a weekly summary of the past class as well as a preview for possible directions for discussion. Rather than dictate, he suggested, and let the students dominate the discussion (with prudent guidance). Consistently, this professor's feedback on posts and papers were detailed and gave concrete examples of ways in which I could improve my writing.

**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.**

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

Steve pushed my thinking further with every class discussion and with every assignment. He did not allow me to rely on assumptions, even if he agreed with my point. He re-framed student questions and comments so that they formed a larger narrative, although it wasn't always immediately clear to me how; the longer the semester went on, the more quickly I did understand. Steve took his own ego out of our class discussions as much as possible; I always felt that he was challenging my ideas not based on having me agree with what HE really thought, but rather based on what he thought would help me most to additionally consider.

**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 kept the previews shorter (the supplements were amazingly helpful and I wouldn't change those at all). Although it was helpful to hear Steve's synthesis of class comments and bb posts, he often did that orally anyway and, by presenting such an extensive preview which anticipated our conversation, prescribed that conversation a bit, at least for some of my fellow students. On the other hand, I personally did not feel very prescribed, and I felt that Steve was responsive to letting our conversation go where the class wanted it to in spite of the previews.

**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.**

Steve created an incredibly open and welcoming class environment.

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

He led discussions of the theoretical texts in a way that felt relevant to our place as graduate students of English. The Blackboard posts had a prominent role in our discussions and he encouraged us to respond to each others ideas so that we were in dialogue with each other, not just the instructor. His feedback on our written work was also very thorough and constructive.

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

While his previews for each class meeting were extremely thorough and comprehensive, they were a bit overwhelming to take in along with the readings assigned for the 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.**

No problems whatsoever -- he was great!

1. **What aspects of the course or the instructor's approach contributed most to your learning?**  
-Regimented schedule -Mandatory Blackboard postings -Engaging students voices in the weekly previews -Addressing a myriad of 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?**  
-Nothing comes to mind. The course was extremely challenging and prompted me to become a better writer and scholar. The structure kept me focused and the assignments were flexible so that I could write about matters that interested me.
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

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

A great amount of flexibility in terms of letting the interests of the class inflect the direction of discussion, but an ability to reframe things or put pressure on certain claims in such a way that the cart didnt run away with the horse or whatever. This was especially helpful in tempering a certain tendency towards glib utopianism-- at least on my part if not necessarily consciously on the part of others-- with a kind of step-back pragmatism.

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

As a mandatory class for all first-year PhD students I understand that historically this course has taken a fairly wide variety of shapes, so Im not sure what confines each professor is given to improvise or work within. As such, its probably impossible to really introduce everybody to every aspect of graduate studies-- as it is, the course was very tightly run without a lot of fat to trim. That being said, I know that myself as well as others (including students whove taken previous Intro to Grad Studies sections with different professors) feel a little anxiety about not being given any kind of crash course in archival research. I dont know what I would have cut in order to squeeze that in, and actually, perhaps the class session that was supposed to have taken place in Paley would have covered this. I dont know.

**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 didnt feel like anyone was alienated or felt uncomfortable, but it isnt my place to say. I felt like it was an extremely accepting and safe environment, but again, not really my question to answer.

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

Dr. Newman is a thorough, conscientious, challenging, and immensely intelligent professor. He presents difficult texts and requires in-depth examination of them. Advanced critical thinking is essential in his class. Simple answers are prodded, and every argument is presented with an equally valid counter-argument. He brings the full force of his mental energy with him to each class, and this energy also shines forth in his email correspondence and in the thorough feedback he gives following each assignment. His class is very challenging for the students, but it is obvious that he puts in an equal amount of effort to make this challenge an opportunity for growth for the students. I am certain that my analytic abilities and my knowledge of critical theory have increased dramatically in the last four months, in large part due to his demands.

**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 class was extremely intimidating and stressful for the first few weeks, mostly because we were thrown into the deep end and forced to sink or swim. This is not necessarily a bad thing, for I am not sure I would have grown as much this semester if not for this rude awakening. The barrage of advanced terminology and philosophy used in the first few weeks (most of it introduced without any definition or explanation) provoked very high levels of anxiety in me that made me very frightened to speak in class. (If I say something, should I be using words like teleologically? Do I even understand what were talking about? Will what I want to say come across as irrelevant or stupid?) This anxiety subsided as 1) I learned what the bulk of this terminology meant, 2) I learned how to make appropriate assumptions about the new terminology I didnt know, and 3) I became confident in the awareness that my contributions would be treated respectfully. I must reiterate that these observations are not necessarily negative criticisms, for these feelings of anxiety allowed me to grow. I believe Dr. Newman intentionally began the course in this manner for that very reason. However, if that wasnt his intention, then perhaps he should be aware.

**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.**

Dr. Newman was very sensitive in a very sincere way. He presented viewpoints from all of the above groups, and he treated all of them equally and fairly with the same analytic rigor. Dr. Newman promoted democracy in the classroom, and he practiced what he preached, never asserting his authority or his own viewpoint over anyone elses. He is perhaps the most conscientious and open-minded professor I have ever had.

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

Steve cares about his students and this seems to inform his approach. I have never had a more conscientious professor. The critical and constructive feedback that Steve provided on virtually every work we handed in was instrumental in helping me develop as a writer/reader/thinker. This was NOT an exercise in writing to the professor, but of challenging ourselves to produce publishable material in our field. Also, Steve generally allowed the conversation to go anywhere the class took it. We were always firmly in relevant academic territory - but whichever passage or argument we found interesting or deplorable or incomprehensible, we were free to bring up and discuss. When we had no interesting avenues to move down, Steve was always ready with one.

**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.**

Steve is very open to whatever each person brings to the table. His only concern is that you do what you are doing well. He brought in critics of various different backgrounds as well, so we were exposed to theories of people from diverse backgrounds. Steve is a sensitive to other people. I found him understanding and progressive regarding issues of diversity.

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

I cant really single out one particular thing--the entire class was extraordinarily well structured and executed to both familiarize us with a huge amount of material in a short period of time and give us a crash course in how to produce graduate-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?**

None, really.

**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.**

Instructor went out of his way to make sure that he was sensitive to all kinds of diversity, since many of our readings/discussions touched on issues where said sensitivity was very important.

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

The presentations were fairly helpful. Not overwhelmingly so, but fairly.

**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 often felt like I was being talked down to. It seemed like most everyone was on a different wavelength in regards to what our individual knowledge base was on each topic and there wasn't a lot of opportunity for those who didn't know things to have their individual knowledge improved upon, but instead a chance for those who were familiar to speak in garbled academic speak. Maybe there should be some sort of diagnostic at the beginning of the semester to see where everyone's familiarity lies.

**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.**

Definitely was very PC.