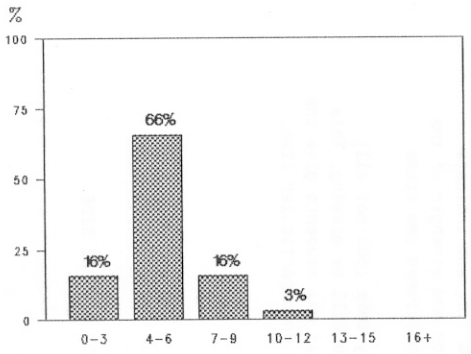
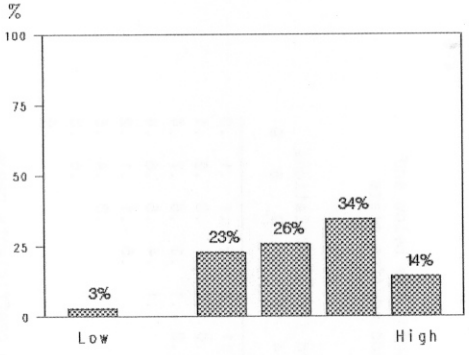
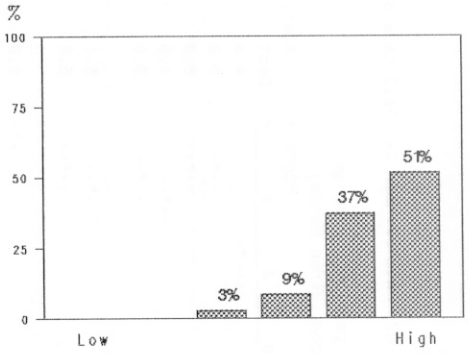
FCQ Results, Fall 2009, MUSC-1101-001 -- MILLER, PAUL



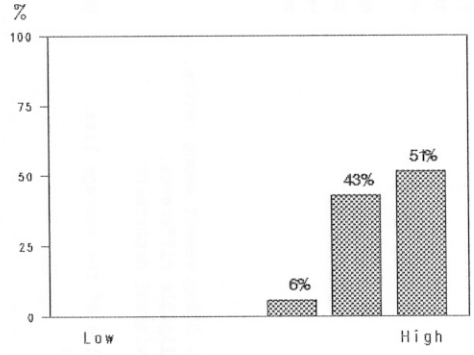
1: Hrs/Wk Spent on Course (Including Class)



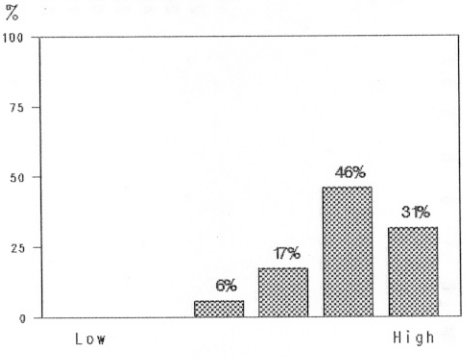
2: Prior Interest



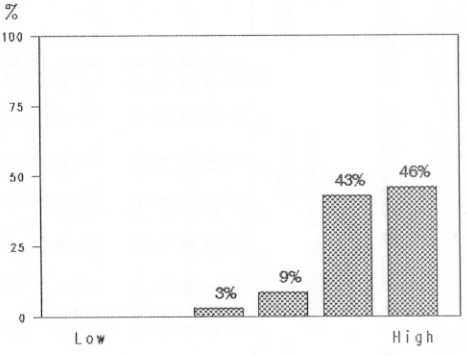
3: Instr Encourage Interest



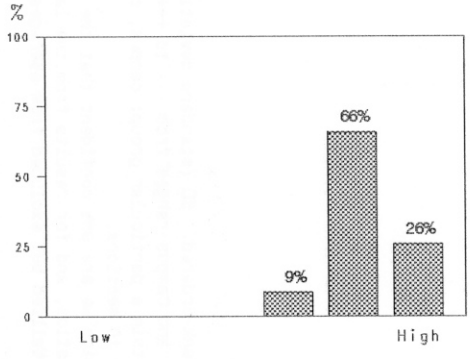
4: Instructor Avail for Ass't



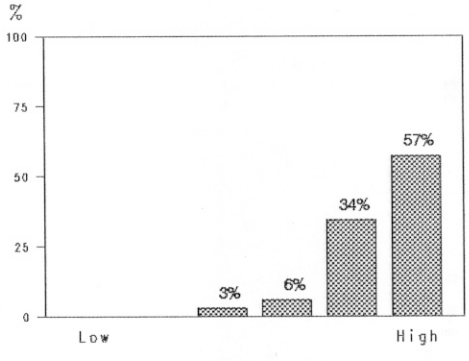
5: Intellectual Challenge



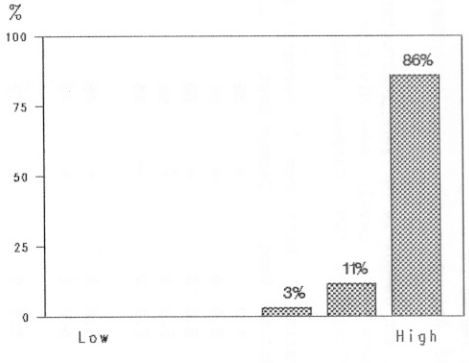
6: How Much Learned



7: Course Overall

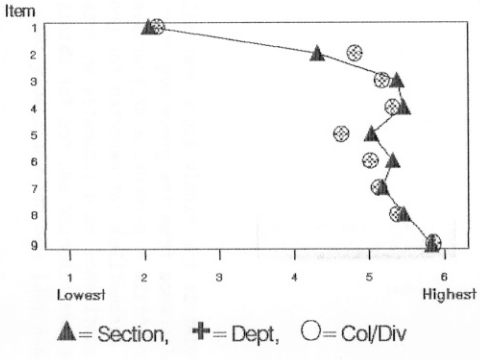


8: Instructor Overall

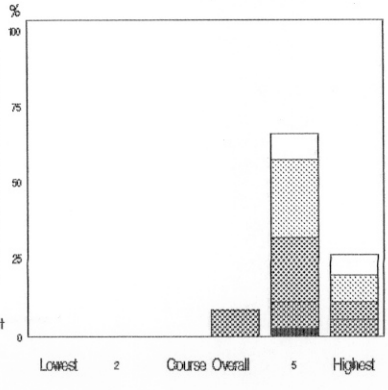


9: Instr Respect for Stdnts

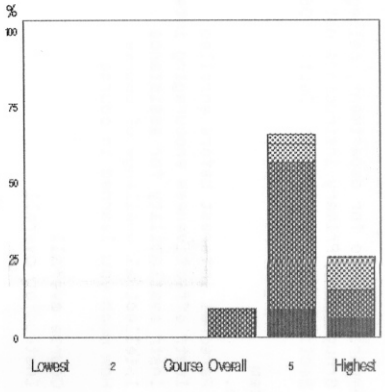
Average Ratings Comparisons

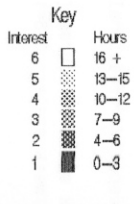


Relationship of "Course Overall" ratings to
Personal Interest before Enrolled



Relationship of "Course Overall" ratings to
Hrs/Wk Spent on Course (Including Class)





Faculty Course Questionnaire : Fall 2009 SECTION REPORT Boulder Camp-Dept : BD-MB

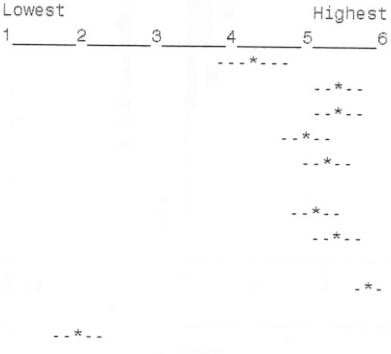
MILLER, PAUL MUSC-1101-001-01 SEM 1 THEORY
Dept: MUSIC Forms requested: 46 Returned: 35 College: Music

Comparison info for department, college/division, and campus is for your instructor group and the course level ONLY, using Fall 06, Spr 07, Fall 07, Spr 08, Fall 08 & Spr 09 data.
Group: OTH: Primary instructors not tenured/tenure-track Level: Lower division
Sections in comparisons: Dept: 196 College/Division: 196 Campus : 4993

Item No.	Your rating Avg.	Median	Diff from Dept	Campus	Percentile in Dept	Campus	Number of responses Lowest _1_	_2_	_3_	_4_	_5_	_6_	Highest _BL_	SD
2 Personal interest before enrolled	4.3	4.0	-	0	32	61	1	0	8	9	12	5	0	1.2
3 Instr effectiveness encouraging interest	5.4	6.0	0	+	51	78	0	0	1	3	13	18	0	0.8
4 Instr availability for assistance	5.5	6.0	0	+	59	72	0	0	0	2	15	18	0	0.6
5 Intellectual challenge of course	5.0	5.0	0	+	65	82	0	0	2	6	16	11	0	0.9
6 How much you learned in course	5.3	5.0	0	++	65	86	0	0	1	3	15	16	0	0.8
7 Course overall	5.2	5.0	0	+	45	73	0	0	0	3	23	9	0	0.6
8 Instructor overall	5.5	6.0	0	+	43	64	0	0	1	2	12	20	0	0.7
9 Instr respect/professional treatment	5.8	6.0	0	0	32	49	0	0	0	1	4	30	0	0.5
1 Hrs/week spent on course (incl class)	4-6	4-6	0	-	52	28	5	21	5	1	0	0	3	0.7

Hrs/week scale: 0-3=1, 4-6=2, 7-9=3, 10-12=4, 13-15=5, 16+=6

Profile of your avg. ratings (with 95% confidence bands)



Averages in	Dept	Campus
2 Personal interest before enrolled	4.8	4.1
3 Instr effectiveness encouraging interest	5.2	4.8
4 Instr availability for assistance	5.3	5.1
5 Intellectual challenge of course	4.6	4.4
6 How much you learned in course	5.0	4.7
7 Course overall	5.1	4.7
8 Instructor overall	5.4	5.1
9 Instr respect/professional treatment	5.9	5.8
1 Hrs/week spent on course (incl class)	4-6	4-6

For more info, see below and www.colorado.edu/fcq/stats

Standard item correlations

	2	3	4	5	6	7	8	9
1	.1	.3	-.1	.3	.2	.1	.1	.0
2		.4	.0	.0	.1	.3	.2	.1
3			.3	-.1	.3	.5	.7	.4
4				.1	.4	.5	.6	.4
5					.5	-.1	.1	.2
6						.3	.4	.5
7							.6	.3
8								.4

Correlation coefficients range from -1.0 to 1.0, and indicate the direction and strength of the relationship between two items.

Occasionally some (but not all) correlations will be missing. This can happen if all students give the same rating on a particular item.

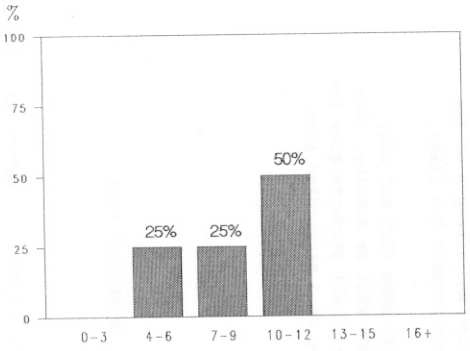
Median is the middle score when all ratings are rank-ordered. SD (standard deviation) is the DISagreement among raters.
Difference from the group avg. for Dept, Col/Div, and Campus ranges from --- to +++. 0 = negligible difference.
Percentile = percentile of your average rating within a particular group: campus, college/division, department.
** Percentiles not reported for groups with under 10 sections.
A confidence band indicates an interval within which we are 95% confident that the 'true' value of the average lies.
See www.colorado.edu/fcq for details on all statistics, and for results from the last 7 years.
Blank (BL) and non-applicable (NA) responses are tallied but excluded from averages.

SEE GRAPHS ON REVERSE SIDE

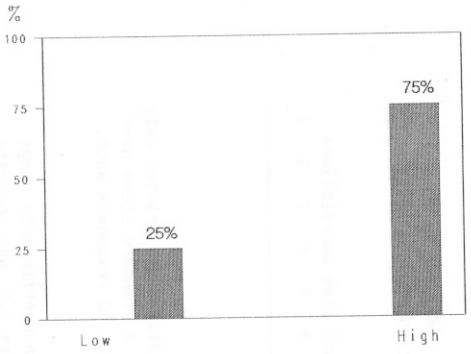
Questions? See www.colorado.edu/fcq, e-mail fcq@Colorado.EDU, or call the FCQ office at 303-492-7069.

Print date: 12/28/2009 Batch: 9 Serial: 5953

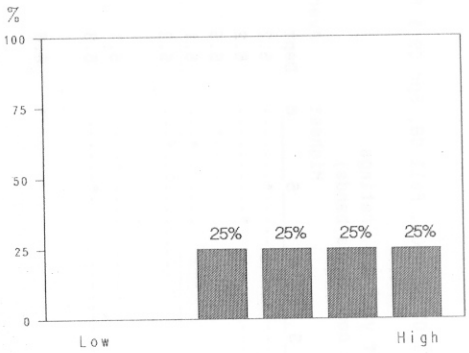
FCQ Results, Spring 2010, MUSC-5151-001 -- MILLER, PAUL



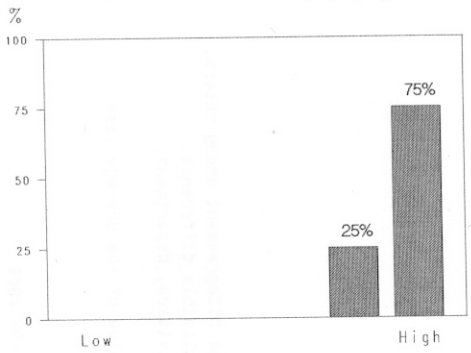
1: Hrs/Wk Spent on Course (Including Class)



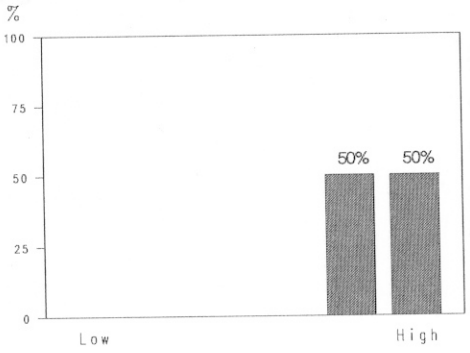
2: Prior Interest



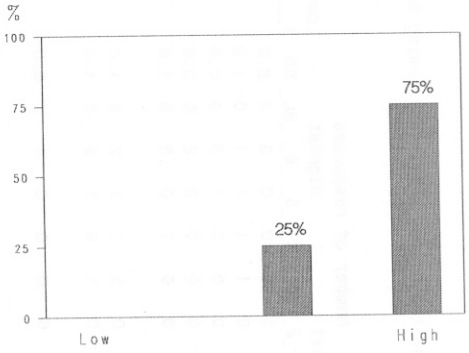
3: Instr Encourage Interest



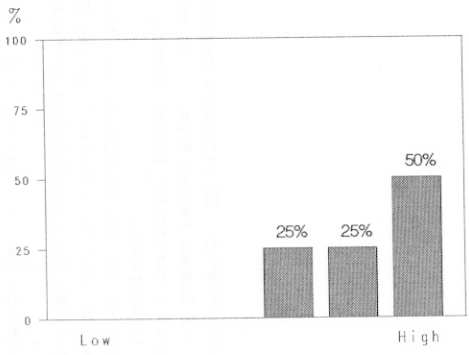
4: Instructor Avail for Ass't



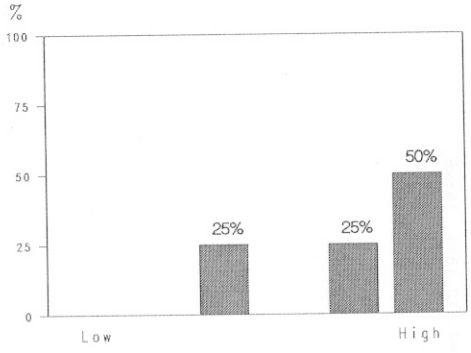
5: Intellectual Challenge



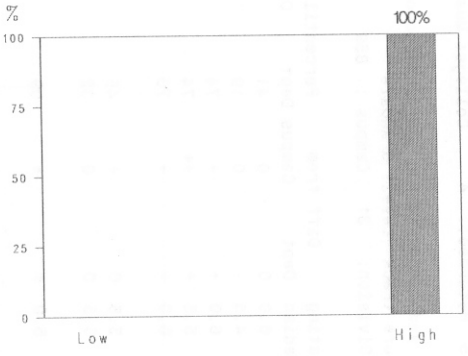
6: How Much Learned



7: Course Overall

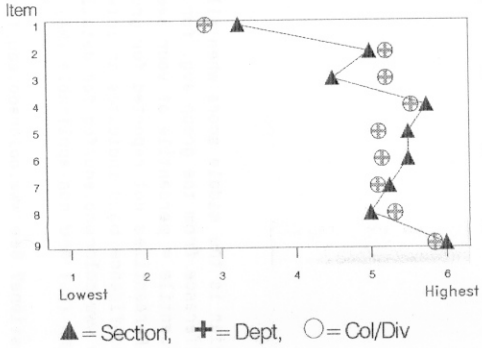


8: Instructor Overall



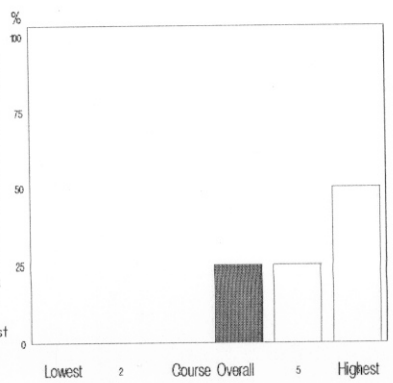
9: Instr Respect for Stdnts

Average Ratings Comparisons

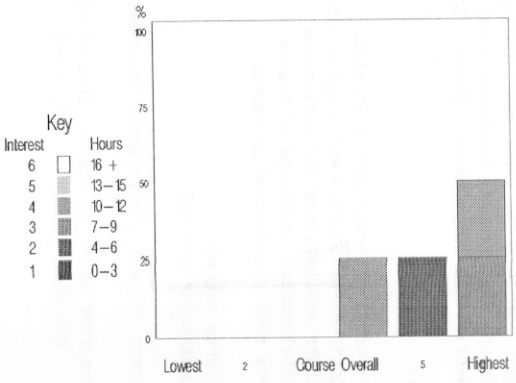


▲ = Section, ✚ = Dept, ○ = Col/Div

Relationship of "Course Overall" ratings to
Personal Interest before Enrolled



Relationship of "Course Overall" ratings to
Hrs/Wk Spent on Course (Including Class)



Faculty Course Questionnaire : Spring 2010 SECTION REPORT Boulder Camp-Dept : BD-MB

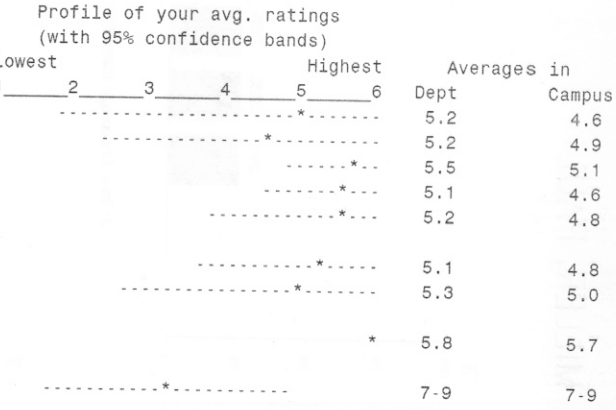
MILLER, PAUL MUSC-5151-001-01 READINGS IN MUSIC THEORY Online Administration
Dept: MUSIC Forms requested: 5 Returned: 4 College: Music

Comparison info for department, college/division, and campus is for your instructor group and the course level ONLY, using Spr 07, Fall 07, Spr 08, Fall 08, Spr 09 & Fall 09 data.
Group: OTH: Primary instructors not tenured/tenure-track Level: Graduate
Sections in comparisons: Dept: 31 College/Division: 31 Campus : 859

Item No.	Your rating Avg.	Median	Diff from Dept	Diff from Campus	Percentile in Dept	Percentile in Campus	Number of responses Lowest _1_	_2_	_3_	_4_	_5_	_6_	Highest _BL_	SD	Averages in Dept	Averages in Campus
2 Personal interest before enrolled	5.0	6.0	0	0	41	71	0	1	0	0	0	3	0	2.0	5.2	4.6
3 Instr effectiveness encouraging interest	4.5	4.5	-	0	19	28	0	0	1	1	1	1	0	1.3	5.2	4.9
4 Instr availability for assistance	5.8	6.0	+	+	74	83	0	0	0	0	1	3	0	0.5	5.5	5.1
5 Intellectual challenge of course	5.5	5.5	+	++	74	88	0	0	0	0	2	2	0	0.6	5.1	4.6
6 How much you learned in course	5.5	6.0	+	+	70	84	0	0	0	1	0	3	0	1.0	5.2	4.8
7 Course overall	5.3	5.5	0	+	45	67	0	0	0	1	1	2	0	1.0	5.1	4.8
8 Instructor overall	5.0	5.5	0	0	32	41	0	0	1	0	1	2	0	1.4	5.3	5.0
9 Instr respect/professional treatment	6.0	6.0	+	+	99	99	0	0	0	0	0	4	0	0.0	5.8	5.7
1 Hrs/week spent on course (incl class)	7-9	10-12	0	0	77	68	0	1	1	2	0	0	0	1.0	7-9	7-9

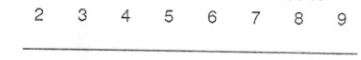
Hrs/week scale: 0-3=1, 4-6=2, 7-9=3, 10-12=4, 13-15=5, 16+=6

Profile of your avg. ratings (with 95% confidence bands)



For more info, see below and www.colorado.edu/fcq/stats

Standard item correlations



Correlations are printed only if all 9 standard items have at least 10 responses each.

Correlation coefficients range from -1.0 to 1.0, and indicate the direction and strength of the relationship between two items.

Occasionally some (but not all) correlations will be missing. This can happen if all students give the same rating on a particular item.

Median is the middle score when all ratings are rank-ordered. SD (standard deviation) is the DISagreement among raters.
Difference from the group avg. for Dept, Col/Div, and Campus ranges from --- to +++. 0 = negligible difference.
Percentile = percentile of your average rating within a particular group: campus, college/division, department.
** Percentiles not reported for groups with under 10 sections.
A confidence band indicates an interval within which we are 95% confident that the 'true' value of the average lies.
See www.colorado.edu/fcq for details on all statistics, and for results from the last 7 years.
Blank (BL) and non-applicable (NA) responses are tallied but excluded from averages.

SEE GRAPHS ON REVERSE SIDE

Questions? See www.colorado.edu/fcq, e-mail fcq@Colorado.EDU, or call the FCQ office at 303-492-7069.

Print date: 05/12/2010 Batch: 43 Serial:17148

TEMPLE UNIVERSITY®
Office of the Provost

INTEROFFICE MEMORANDUM

Lisa Staiano-Coico
Provost and Senior Vice President for Academic Affairs

Phone: (215) 204-4775
Fax: (215) 204-5816
E-mail: provost@temple.edu

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:

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)		
	Section	40%	33%	27%	0%	0%		4.1	
	Department	42%	33%	21%	4%	0%		4.1	M
	College	42%	33%	21%	4%	0%		4.1	
	Level	40%	33%	27%	0%	0%		4.1	
	University	42%	33%	21%	4%	0%		4.1	

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: **030562**
INSTR. NAME: **MILLER, PAUL V.**
DEPARTMENT: **MUS ST (02213)**
COURSE #: **2703**
SECT. #: **001**
CAMPUS: **BROAD AND MONTGOMERY**
COLLEGE: **BOYER COLLEGE OF MUSIC & DANCE**

TIMES TAUGHT: **FIRST TIME**
INSTR. TUid: **912228483**
COURSE NAME: **MUSIC IN HISTORY**
INSTRUCTOR: **1 of 1**
FORMS USED: **S1 (Single Instructor)**

ENROLLMENT: **24**
COMPLETED EVALUATIONS: **19**

		Low = 1	Moderate = 2	High = 3	Not Answered	Mean
1. Before enrolling, my level of interest in the subject matter of this course was	**n= 18**	(4)	(12)	(2)	(1)	
	Section	22%	67%	11%		1.9
	Department	13%	43%	44%		2.3
	College	12%	40%	48%		2.4
	Level	13%	45%	42%		2.3
	University	17%	47%	36%		2.2

		A = 4	B = 3	C = 2	D = 1	F = 0	Not Answered	Mean
2. Expected grade in this course	**n= 17**	(11)	(6)	(0)	(0)	(0)	(2)	
	Section	65%	35%	0%	0%	0%		3.6
	Department	57%	36%	6%	0%	0%		3.5
	College	66%	29%	4%	0%	0%		3.6
	Level	46%	44%	9%	1%	0%		3.4
	University	46%	44%	10%	1%	0%		3.3

		H = 3	HP = 2	P = 1	F = 0
Expected Medical grade (if applicable)	**n=**				
	Section				
	Department		NOT APPLICABLE		
	College				
	Level				
	University				

		Required = 1	Elective = 2	Not Answered	Mean
3. Course was: Required or Elective	**n= 16**	(16)	(0)	(3)	
	Section	100%	0%		1.0
	Department	62%	38%		1.4
	College	64%	36%		1.4
	Level	72%	28%		1.3
	University	72%	28%		1.3

		8 or more = 7	6 up to 8 = 6	4 up to 6 = 5	3 up to 4 = 4	2 up to 3 = 3	1 up to 2 = 2	Less than 1 = 1	Not Answered	Mean
4. On average, hours per week spent preparing for class and completing course assignments	**n= 19**	(0)	(0)	(0)	(4)	(2)	(9)	(4)	(0)	
	Section	0%	0%	0%	21%	11%	47%	21%		2.3
	Department	3%	5%	14%	20%	24%	23%	9%		3.4
	College	4%	5%	12%	18%	24%	26%	12%		3.2
	Level	6%	10%	18%	21%	23%	17%	5%		3.8
	University	7%	10%	17%	20%	22%	17%	7%		3.8

Temple University Student Feedback Form - Fall 2008

CRN: **030562**
INSTR. NAME: **MILLER, PAUL V.**
DEPARTMENT: **MUS ST (02213)**
COURSE #: **2703**
SECT. #: **001**
CAMPUS: **BROAD AND MONTGOMERY**
COLLEGE: **BOYER COLLEGE OF MUSIC & DANCE**

TIMES TAUGHT: **FIRST TIME**
INSTR. TUid: **912228483**
COURSE NAME: **MUSIC IN HISTORY**
INSTRUCTOR: **1 of 1**
FORMS USED: **S1 (Single Instructor)**

ENROLLMENT: **24**
COMPLETED EVALUATIONS: **19**

		Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1	Not Answered	Mean	Performance Level U=Upper M=Middle L=Lower
1. I came well prepared for class.	**n= 19**	(4)	(8)	(4)	(3)	(0)	(0)		
	Section	21%	42%	21%	16%	0%		3.7	
	Department	36%	49%	12%	2%	0%		4.2	
	College	40%	47%	10%	2%	0%		4.3	**M**
	Level	35%	49%	12%	2%	1%		4.2	
	University	34%	49%	13%	3%	1%		4.1	
2. The instructor clearly explained the educational objectives of this course.	**n= 19**	(9)	(10)	(0)	(0)	(0)	(0)		
	Section	47%	53%	0%	0%	0%		4.5	
	Department	53%	36%	8%	2%	1%		4.4	
	College	53%	36%	7%	2%	1%		4.4	**M**
	Level	45%	41%	9%	4%	2%		4.2	
	University	44%	41%	10%	4%	2%		4.2	
3. The instructor was well organized and prepared for class.	**n= 19**	(15)	(4)	(0)	(0)	(0)	(0)		
	Section	79%	21%	0%	0%	0%		4.8	
	Department	58%	33%	7%	2%	1%		4.4	
	College	56%	34%	7%	2%	1%		4.4	**U**
	Level	51%	37%	8%	3%	2%		4.3	
	University	49%	38%	8%	3%	1%		4.3	
4. The instructor was conscientious in meeting class and office hour responsibilities.	**n= 19**	(15)	(3)	(0)	(1)	(0)	(0)		
	Section	79%	16%	0%	5%	0%		4.7	
	Department	59%	29%	10%	2%	1%		4.4	
	College	57%	31%	9%	2%	0%		4.4	**U**
	Level	49%	38%	10%	2%	1%		4.3	
	University	48%	38%	11%	2%	1%		4.3	
5. The instructor promoted a classroom atmosphere in which I felt free to ask questions.	**n= 19**	(13)	(6)	(0)	(0)	(0)	(0)		
	Section	68%	32%	0%	0%	0%		4.7	
	Department	59%	28%	9%	3%	1%		4.4	
	College	61%	28%	8%	3%	1%		4.4	**U**
	Level	53%	34%	8%	3%	2%		4.3	
	University	51%	35%	9%	3%	2%		4.3	
6. The instructor provided useful feedback about exams, projects, and assignments.	**n= 19**	(14)	(5)	(0)	(0)	(0)	(0)		
	Section	74%	26%	0%	0%	0%		4.7	
	Department	52%	32%	11%	4%	1%		4.3	
	College	52%	33%	10%	4%	1%		4.3	**U**
	Level	45%	36%	11%	5%	3%		4.1	
	University	43%	36%	13%	5%	3%		4.1	
7. So far, the instructor has applied grading policies fairly.	**n= 19**	(12)	(6)	(0)	(1)	(0)	(0)		
	Section	63%	32%	0%	5%	0%		4.5	
	Department	55%	34%	8%	2%	1%		4.4	
	College	53%	34%	9%	3%	1%		4.3	**U**
	Level	47%	37%	10%	4%	2%		4.2	
	University	45%	38%	11%	3%	2%		4.2	
8. The instructor taught this course well.	**n= 19**	(10)	(9)	(0)	(0)	(0)	(0)		
	Section	53%	47%	0%	0%	0%		4.5	
	Department	55%	30%	10%	3%	1%		4.3	
	College	54%	32%	9%	3%	1%		4.3	**U**
	Level	47%	34%	11%	5%	4%		4.2	
	University	45%	35%	11%	5%	3%		4.1	

Temple University Student Feedback Form - Fall 2008

CRN: **030562**
INSTR. NAME: **MILLER, PAUL V.**
DEPARTMENT: **MUS ST (02213)**
COURSE #: **2703**
SECT. #: **001**
CAMPUS: **BROAD AND MONTGOMERY**
COLLEGE: **BOYER COLLEGE OF MUSIC & DANCE**

TIMES TAUGHT: **FIRST TIME**
INSTR. TUid: **912228483**
COURSE NAME: **MUSIC IN HISTORY**
INSTRUCTOR: **1 of 1**
FORMS USED: **S1 (Single Instructor)**

ENROLLMENT: **24**
COMPLETED EVALUATIONS: **19**

		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.	**n= 19**	(12)	(7)	(0)	(0)	(0)	(0)		
	Section	63%	37%	0%	0%	0%		4.6	
	Department	53%	35%	9%	2%	1%		4.4	
	College	53%	35%	9%	2%	1%		4.4	**U**
	Level	46%	41%	9%	2%	1%		4.3	
	University	45%	41%	10%	3%	1%		4.3	
10. The course increased my ability to analyze and critically evaluate ideas, arguments, and points of view.	**n= 19**	(7)	(5)	(7)	(0)	(0)	(0)		
	Section	37%	26%	37%	0%	0%		4.0	
	Department	47%	32%	16%	4%	1%		4.2	
	College	47%	32%	16%	4%	1%		4.2	**M**
	Level	42%	37%	15%	4%	2%		4.1	
	University	39%	37%	16%	5%	2%		4.1	
11. I learned a great deal in this course.	**n= 19**	(8)	(9)	(2)	(0)	(0)	(0)		
	Section	42%	47%	11%	0%	0%		4.3	
	Department	52%	32%	11%	3%	2%		4.3	
	College	52%	32%	12%	3%	2%		4.3	**M**
	Level	45%	36%	12%	4%	3%		4.2	
	University	43%	37%	13%	4%	3%		4.1	

Temple University Student Feedback Form - Fall 2008

CRN: **030562**
INSTR. NAME: **MILLER, PAUL V.**

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.

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?

Instructor was great.... Absolutely hilarious guy, while still being very well informed and helpful. The mood of the class was laid back and fun, but still appropriate. His wit and humor made a rather boring subject matter seem bearable

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

N/A

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

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?

He is a good teacher as is easy to follow. I enjoyed learning about the information he taught. His goofy personality is also enjoyable.

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

Sometimes I feel that the information he taught us just so we could do well on the tests. He never enforced the homework/readings (except for big assignments) and more class projects/participation would have been nice.

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.

Good

[redacted]

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?

Enthusiastic approach to material, interesting material, parallels between history and theory from other courses. Presenting large amounts of material in an easy-to-process format.

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

On tests, identifying composers and precise times of composition was perhaps kind of a stretch, but that's it.

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.

Non-issue

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?

Paul was clear with his directions and explanations of things. He is very comfortable with the knowledge he has which makes it easy to understand things.

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 way the tests were set up seemed to be more memorizing information rather than applying info we learned.

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.

Same to everyone.

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 scores for the music while we listened to it was very helpful because it put the musical ideas we studied into context

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?

This instructor is wonderful with technology & his use of it in the classroom was exceptional. Recordings/Scores/Handouts all projected on the screen for the class to look at. Well DONE!!
- Smart man, well-informed, conveyed/taught information extremely well/

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

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

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?

- Taught course well

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.

[redacted]

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?

Humor.
Weekly plans
Review sheets, review sessions (web version) ☺
Extra readings on Blackboard

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

Organization of computer use

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.

Sensitive.
V

[redacted]

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?

listening examples, readings, going over things in class

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 recommend we buy the anthology, I only used it once or twice and all the scores were on blackboard

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.

not a problem

[redacted]

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 prof. knew exactly what he was teaching and never had to stop teaching because he didn't know what he was talking about.

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

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

[redacted]

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?

Was pretty laid-back.

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

Maybe explain the more medieval stuff more since we don't know about it.

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.

Good

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?

Making the topics relatable

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

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.

He treated everyone equally + fairly.

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?

1) sense of humor
2) enthusiasm
3) preparation
4) availibility of endless materials
5) ability to make obscure datest people memorable
6) Test + Quiz Review Sessions

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.

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 really enjoyed the participation project, where we all had to perform an assigned piece.

His class was fun.

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.

Instructor was sensitive to all these issues

[redacted]

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?

He was very organized - Knowledgeable - punctuate, and kind.

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 important.

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 Fine.

[redacted]

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?

His enthusiasm as well as his knowledge of the material.

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 wish things could have been a little more organized For example, we didn't follow along with the text and the notes that were given didn't really 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.

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?

He liked what he was doing and was enthusiastic

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?

Paul Miller is a very endearing person + an excellent teacher. He consistently goes the extra mile for the sake of his students, and it is clear that he loves this course.

We had a great 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?

Nothing!

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.

Super!