

Daniel Weijers : Instructor profile

- ()
No. of responses = 88 / (%)



Overall indicators

Global Index



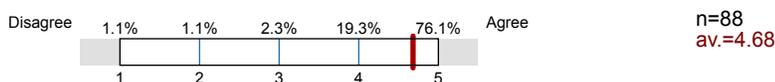
STUDENT EVALUATION OF INSTRUCTION



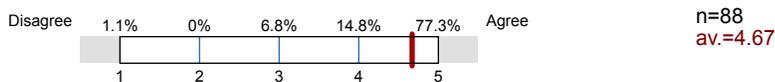
Survey Results

STUDENT EVALUATION OF INSTRUCTION

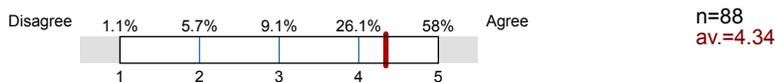
1. Course objectives and requirements were clearly indicated at the beginning of the course.



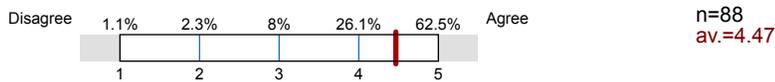
2. Course content was well structured and readily accessible.



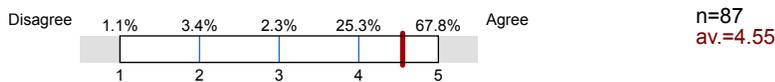
3. Readings, learning modules, and course activities helped me to achieve the course objectives.



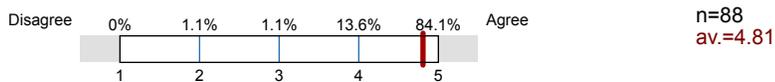
4. Course content (including lecture podcasts, slide presentations, etc.) was well organized, effectively presented, and useful.



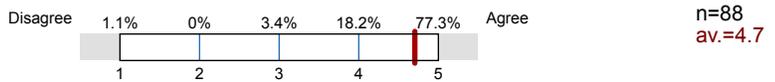
5. The instructor helped students better understand core concepts, theories, and implications.



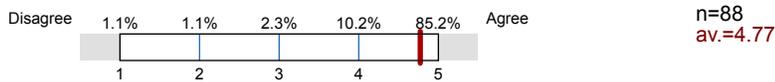
6. The instructor encouraged student/instructor interaction and communicated promptly and effectively (e.g.: via email, chat, or other communication modes used).



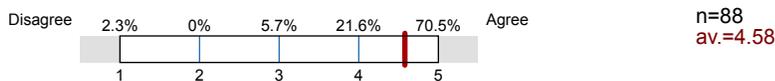
7. The instructor made good use of examples and illustrations.



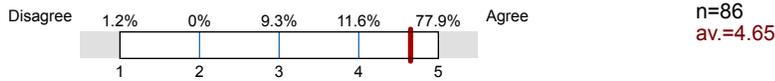
8. The instructor has shown interest and enthusiasm for student learning.



9. The instructor has returned assigned work within a reasonable time.



10. The instructor has been available during scheduled office hours.



11. The instructor has helped to motivate my interest and appreciation for the subject.



n=88
av.=4.3

12. The course and instructor have given me new knowledge, understanding, or skills.



n=88
av.=4.49

Comments Report

**Comments
ON THE INSTRUCTOR**
1. Did the instructor have any notable strengths or weaknesses? Please explain.

- A strength was that assignments were graded in a reasonable time and also encouraged every student to participate in the daily lecture.
- As a professor, no. However, it was common for lectures to consist heavily of "admin" and not as much about the material we read the night prior.
- Class was ok, lecture was mainly people's opinion on the subject at times. Hard to link theories to real life scenarios that way. I found myself remembering the stories people told or remarks they made instead of the material.
- Class was very well organized. It was very clear from a beginning what was expected from students.
- Dan is good at keeping everyone interested in the material through discussions.
- Extremely level headed when it comes to class material.
- Forcing us not only to understand the reading a pick a side, but also be able to back it up with reasonable claims and evidence. This was a big strength for this class.
- He cared about student's grades.
- He cared very much about the amount of effort people put into his class and always encouraged us we can get the best grades possible which made me want to try harder.
- He did a good job interacting with students' comments.
- He did a good job trying to get the class engaged and always tried to invoke us to think deeper.
- He had a very nice sense of humor.
- He is very patient and accepting of people's differing opinions.
- He kept the class interesting with his sense of humor.
- He makes dull material, interesting. He makes a hard subject approachable.
- He was very good at explaining and things and encouraging discussion. One weakness would be that you can see his bias on the subject leak through a little even though he tried not to, but that's not really a big deal since everyone shows biases on just about every topic.
- He was very intelligent, however I believe that he expected his students to grasp graduate level knowledge in a undergraduate course. Many of the articles were so confusing that it was hard to grasp the main ideas. I don't think its necessary to use these type of writing styles in order for your students to learn. I also thought the quiz situation was given far to much weight.
- He was well organized with few errors if any. He loves to help and interacts with the students which in my opinion is a strength that all teachers should have regardless of the level.
- His New Zealand accent was very much a strength. Good at giving examples and expanding on lecture slides.
- His clarification on the papers could be worked on. Made the class very hard to do well in.
- His humor was great, and he always understood my questions and responded appropriately.
- His strength is that he is able to effectively engage his students into class discussions.
- His strength would be that he recognized that at times bias could play a role in the grades given. I liked the idea that he would prefer to not have any names, so as to decrease any chance of bias.
- I definitely thought the Dan was great at teaching this course.
- I enjoyed the fact that Professor Weijers always engaged students in the lectures, making it easier to understand each section. However, the textbook was very complex and difficult to understand. The quizzes at the beginning of class were even more difficult, especially after having trouble understanding the readings. Instead of focusing on analysis papers, I'd like to see it more real-life law based.
- I really enjoyed this class. I never took a philosophy class. It really opened my mind and would take another philosophy.
- If someone paid attention enough, the professor's bias towards his own beliefs could be noticed.

- It is easy to miss key points while one's mind wanders, but professor Weijers class engaging to the point that most students seemed to enjoy devoting their attention to lectures.
- It was structured like a written intensive course. It was difficult to be prepared for readings when we were not told what to take in from the readings. Everything was fair game from the readings; it was difficult to predict what we would be quizzed on. I personally did not like how Prof. Dan picked on people and put random students on the spot with his vague questions.
- Knows a lot regarding the topics discussed in class. Assigns too many papers.
- Made topics very interesting and understandable.
- Many resources on topic areas which was a great strength
- N/A
- No weaknesses, great teacher great class
- No, not that i could see any weakness despite that he is a new teacher
- Nothing really stood out. The lecture was not very exciting.
- One of the best qualities of the professor is he makes students engage in an appropriate manner that makes the students want to engage. Although the subject is very difficult to understand, the professor uses great example to clarify any misunderstandings.
- Open minded, humorous, witty.
Creates a positive learning environment.
- Prof Weijers guided the class with healthy discussion during class periods, which I found the most beneficial in the class. He is also very understanding of other people's views and corrected them with care if their answer warranted a correction. His quizzes are sometimes based on very difficult readings, and I feel that if he took some time out of class the day before the quiz to give a general description of the reading it would give his students a better chance at comprehending the material before the quiz and lecture.
- Professor Weijers has an excellent sense of humor and has great conduct with his students. This is a class that challenges the basis of your beliefs, and you are expected to provide reasoning for every answer. The environment had the potential to be heated sometimes, but the professor always kept it well under control.
- Professor Weijers is an asset to CSUS. I do not enjoy philosophy at all, however, I really enjoyed his class and he is clearly passionate about what he does.
- Professor Weijers was extremely knowledgeable on all subjects we discussed in class. He was also very respectful to students when we discussed touchy subjects.

Professor Weijers has been one of the best professors I've had during my academic career.
- Stated there would be time to work in groups, but wouldn't follow through.
- Strength great explanation of subjects talk about in class and a weakness I felt was that essay assignments were explained a little late. Only given a few days after to get it done.
- Strengths- Very good class discussion. His lectures are enjoyable to listen to.
Weakness- I think he needs to help us understand some of the reading material before we take quizzes because some of it is really hard to understand.
- Strengths: Engaging and welcomes open class discussions. Tastefully uses humor in a very balanced way to talk about ideas and topics of philosophy. Promoted critical thinking constantly with daily puzzles/scenarios.

Weaknesses: During the first week or two of the course, it felt like he was not talking loud enough to be heard in the back of the classroom. By week three or four this issue was solved.
- Strengths: Group discussion, clear thought pattern
Weaknesses: see suggestions.
- Strengths=communicating with students
Weaknesses=grading was excessively harsh
- The instructor clearly has a passion for the subject and for teaching which translated to fairly engaging discussions on topics that might otherwise be dull. The instructor used humor effectively to keep students attentive and interested.
- The instructor could have explained examples a little bit more. He did very well in allowing students to engage in activities within the class.
- The instructor is a good communicator and explains ideas and concepts thoroughly.
- The instructor is very skilled with answering student's questions fully.
- The instructor was excellent at giving instructions on assignments.

- The instructor was very open to opinions and was able to explain the subject well. Very easy to talk to and made class enjoyable.
- The quizzes were an effective reminder of reading the material rather than just sitting through class (listening/almost paying attention to the material).
- The readings were a bit challenging and could have had more additional explanation in class to clarify for better understanding.
- The teacher was passionate and wanted to teach students about the subject. Questions were always welcomed and answered. He also had a good sense of humor, which helped with a difficult subject. Made the class lively.
- Usually on time and clearly has preparation for every lecture. Helps students communicate with the class through participation.
- Very energetic
- Very enthusiastic and encouraged class participation/discussion. Overall a very solid Philosophy professor who is very clear with what he expects and quizzes made sure students did the assigned reading. If I had to take another philosophy class for upper division GE/Writing Intensive, I would take another one of his courses. I will definitely recommend him to other students.
- Very friendly, encouraged interaction with students for a positive learning environment
- Very open to different sides of an issues. He offers arguments and reinforce all sides with examples and reasoning.
- Very passionate in his teaching. Get students involved.
- Very passionate about the subject. Makes class very interesting. If Philosophy was my major I would take all the classes with him that I could.
- Very personable and enthusiastic about the subject.
- Was very down to earth and real. Was always very well prepared for his lectures.
- Weakness, difficult subject, at times it was hard to follow the lecture and the examples given in class.
Strengths, lecture slides were great to refer back to and enjoyed random thought of the day part of lecture as it got more participation from students and opened the floor for discussion.
- Yes he was very good at getting everyone involved in the subject at hand. But if he had to work on anything i would say make the subjects more clear.
- Yes the lecture was great
- created a fair and friendly environment in the classroom
- getting the class to participate by giving points
- he is awesome
- strength in the topic he discussed
- the professor was incredibly knowledgeable about all of the topics that came up during the course and was very good at getting everyone in the class involved and participating in class discussions.
- very energetic.

2. Do you have any suggestions for improvement of teaching methodology?

- Add more court cases as well as the history behind it.
- Can be obnoxious when proved to have presented a mistake. And will be biased after being called out.
- Certain students in the class make incredibly stupid comments and or show through their responses that they don't understand the material. When these students comment, ask them to more fully explain themselves and then briefly cover why what they said is nonsensical.
- Dragging people to participate when they dont want to can be frustrating
- Evaluate the assignment and reading load
- Explain the paper more and show examples of paper
- Go over the readings more thoroughly.
- His method is really good. It's just frustrating that I'm taking this class as a writing intensive class and my grade is heavily weighed on quizzes about Philosophy. This is my first philosophy class so I'm finding the subject matter a little difficult to wrap my brain around for the first time. Because I'm being graded more on philosophical issues and not my writing I feel that the grading is a little unfair.
- I do not like how the course is very heavily dependent on how you score on the quizzes. This is writing intensive and I have completed all the writing portion of the course and received passing marks but I still have a poor grade solely because of the quizzes even though I do the reading, I have a hard time remembering, and it is frustrating when you spend over an hour reading and taking notes and still do poorly.
- I feel if there was more interaction and maybe reading and analyzing the readings together, it would be a lot easier on the students.
- I felt the instructor did a very good job in teaching.
- I found that the instructor engaged in a bit too much hand-holding of students which took away from lecture time, however the requirements of a writing intensive course may be to blame for excessive time spent on below-basic study and writing skills.
- I think that if you are going to expect your students to understand very heavy material, you should at the very least go through that material with your students.
- I was really frustrated by the participation requirement because it caused me to not be able to ask all the questions I wanted to ask, and instead forced students who were not engaged to take up class time making repetitive or unhelpful remarks. I understand the reasons behind this, I just strongly feel that in an upper division Philosophy class, useful discussion is critically important and the responsibility to participate or not should be left up to the students. At this point, no one should be guided or forced into being a better student at the cost of the students who genuinely want to advance the conversation.
- I would suggest not to do surprise reading quizzes ,but other than that he does a good job in teaching the material.
- I would suggest the method of which quizzes are taken. I think they would be more useful if they were taken at the end of class. I do not feel that giving the quizzes in the first 5 mins of class is the most effective way. I do the readings every night but sometimes I am a few minutes late. I have an 1.5 hour long commute to school and class starts at 9am. Sometimes traffic is so bad that it's really hard to make it on time and end up 5 to 10 minutes late. I realize this may sound like an excuse and maybe it is but I don't feel like my quiz grade reflected my true knowledge and understanding. From my understanding, quizzes are meant to test a student's knowledge, but because I am late I get a zero on the quiz and that happened to me a few times this semester. I feel as though the quizzes only reflected the time in which I got to school and not my understanding. I also feel as though it did not express the fact that I did the assigned reading. I realize the point of the quizzes is to get students to come to class but I just don't feel as though it was effective in terms of testing the students about the class.
- Include a bit of the material in the last lecture into the quizzes.
- Just explain the essay assignments and how to do them sooner so there's enough time to work on them and allow enough time to come up with arguments.
- Lectures on a certain topic became overly lengthy.
- Less reading and
- Make assignments worth more points and don't grade so harshly on quizzes.
- Make the class out of more points.
- More claims for other points of view so as not to reveal his own bias
- More clear examples with a reflection afterwards with bullet points of the main idea. There were times where it was very difficult to comprehend certain theories or readings and quotes out of the book did not seem to help.
- More sweaters with elbow patches.
- N/A (3 Counts)

- No
- No I don't.
- No suggestions for improvement.
- No, I do not have any suggestions for improving his teaching methodology.
- No, great methodologies.
- No, he administers his class adequately and smoothly.
- No.
- None.
- Nope
- Nope
- Nope, he has a deep understanding of philosophy and other stuff. Was especially surprised he knew about the disease that was in New Guinea caused by eating infected brain material. Hella awesome.
- Nope, overall I would say the course was really good, the teaching was clear, and the grading was fair.
- Not at all, he is very enthusiastic and conveys both sides of a viewpoint very unbiasedly. It's the best thing about this course, in most cases he can give a "logical" counter-argument to any strong stance a student picks. There were several times where I was dead certain about my conviction and then he would give a counter-argument that would make me stumble, reevaluate my position, and try to argue his point if I was still convicted.
- Not really.
- Nothing.
- Put less weight on the surprise reading quizzes.
- Quizzes at the end of class, still gauge whether you did the reading and understood the topic (which is their purpose) but doesn't combine variables. Tardiness can be penalized some other way such that the first 5 minutes of class don't count for a disproportionate amount of your grade. This way you can more accurately grade the student's skill in the subject area and dedication outside of class, rather than making that effort null in void just because they can't be punctual. IT SHOULD BE PENALIZED TO INCREASE ATTENDANCE BUT BY MEANS OF ITS OWN CATEGORY. Perhaps by a turned in response at the beginning of class to a thought of the day, and the only marks assigned to it are for turning it in.
- Quizzes with more questions so that if you do bad, it does not affect your grade as much as it does now.
- Real-life applications to the law, in which students write papers on actual court cases, instead of having to do so about outdated theories of law.
- Some questions on the reading assignments (quizzes) were very pointed and specific. Nowadays we have the internet to search for specific details, but what should really be taught are the big ideas to philosophical arguments. Quite a learning curve the first few weeks, wish there was an easier way to jump into philosophy.
- Structure learning for a purpose.
- Take out some assignments, I have never spent so much time working for a class in my life. It was a lot of busy work and I feel that it would have been nicer to take more time on the interesting topics, not changing the topic every class session.
- The class was not meant to be a writing intensive course, but the work ended up being at a writing intensive level, which I would suggest changing.
- The instructor has a good teaching method and I really like that he forces students to actually speak up in order to gain participation points. I usually go through a class, never raising my hand, but this actually got me "out of my shell."
- The only improvement I can think of is making sure the entire lecture is gone through.
- The only suggestion I have is for more help with the writing assignments because he expected us to know how to write a philosophy paper when some of us are not philosophy majors.
- The only thing I think would help is that since the reading material is very hard to understand and memorize, I think we should of been able to use our books for the quizzes. Since they are only 5 minutes, the book wouldn't help if you didn't do the reading, but can help you with specific wording if you did.
- The professor has a great sense of humor that I think would be great to use more often throughout his lectures to help lighten up the controversial topics covered in the class.
- The readings during the beginning could be improved. They were all hard to understand.

- To explain what he will be exactly looking for on our papers before our paper is due, not after.
- Too much time spent on discussing due dates and official business type things. It's the responsibility of the student to be on top of that.
- Try doing quizzes 1 day out of the week instead of 2. It is hard to read carefully for all classes every week all the time, sometimes we have papers due for other classes and can't read as carefully as we want, especially with work too.
- When he suspects a difficult reading is assigned for the next class, spend some time at the end of the class to briefly explain the reading before he quizzes his students.
- While the instructor's method of encouraging student participation is very good, I believe that integration of a "clicker-system" (where students utilizes remotes to answer a given question) to the lectures would further increase student participation. Understandably, this is financially costly. Perhaps integration of "Socrative" by MasteryConnect (a system where students use their smartphones to answer a given question) might help.
- changing due date from friday 9am to 9 pm
- no
- one less paper. maybe it was because he taught a Writing intensive before. But the class was structured like a WI class.
- only do half sheets of paper for the quizzes
- take about the paper subject before it due not after

Comments
ON THE COURSE

3. What did you find contributed the most to your learning experience in this course?

- A large percent of your grade is based on reading the actual assignments and engaging in discussions.
- A very fair environment for discussion.
- Assignment Structure
- Being able to hear other students share their thoughts and opinions.
- Being forced to do the reading because we had surprise reading quizzes every week.
- Being forced to participate in class made me focus on the material more than maybe in other classes.
- Being in class and participating.
- Class discussion
- Class lectures and discussion.
- Coming to class everyday, paying attention, and participating in the discussions. The readings helped a little, but they mostly only helped get the points on the quizzes. The readings helped get a general idea of the subject, but not a complete grasp of what it was about.
- Critically thinking about papers on certain topics.
- Got to know what are other people's opinions about such controversial topics.
- Having to speak up in class.
- He was great but we had a very heavy work load.
- His ability to point out counter examples to student's arguments.
- His mostly unbiased viewpoint, and his dedication to ensuring that students did not feel put down or ashamed of any viewpoints they suggested. If he didn't agree with what they said he would very calmly give a counterpoint that would allow them to think about or further on their conviction.
- I belief the writing assignment contributed the most to my learning experience. It required me to research a specific topic thoroughly.
- I found that the lecture and they way the instructor presented the subject in class to contributed most to my learning experience.
- I have never before taken a philosophy class so it was rather interesting to gain new knowledge. I hated doing the analysis papers but I realize that it forced me to understand the importance of an argument structure. Also in class when I would make a statement, he always pushed me outside of my comfort zone to get to my argument. He played devil's advocate to demonstrate the importance of having an argument.
- I learned the most during lectures and discussions.
- I really enjoyed the text. The introductions from the editor greatly increased my understanding and the organization on which the articles were presented made for an informative and enjoying read.
- I thing the class conversations helped the most with my learning experience.
- I think the open discussion and puzzle/scenario aspects of the class, as well as his pacing of topics/units in the class. These both helped me learn more about philosophy and fine tuned my critical thinking skills.
- I think the topics discussed in class were very interesting and helped to understand different perspectives. The book was very helpful in this course.
- I thought the lectures were extremely useful in contributing to my knowledge.
- I would say his examples and videos that gave a new outlook or perspective on the topic.
- In class lecture and discussions were the best part. Professor Weijers occasionally had a value-challenging question that revealed some interesting viewpoints from the students. The professor did have to prod some students for more detailed answers.
- In class open discussions.
- Informative lectures plus active and engaging class discussion.
- Instructor presentation.

- Lectures - where the reading was clarified and the concepts explored.
- Moral values.
- Open discussion by far.
- Professor Weijers compassion and understanding.
- Reading assignments
- Reading the book/articles assigned ahead of time.
- Readings
- Studying outside of class with classmates.
- That every student needed to participate in order to pass the class.
- The class lectures and open discussions.
- The detailed help on how to write our papers. That was AWESOME!
- The discussions led by the professor were challenging at times and required the rethinking of previously accepted values.
- The essays.
- The feedback on my papers.
- The in-class discussions.
- The instructor
- The instructor's ability to convey information in an interesting way.
- The instructor's lectures.
- The interaction of the students.
- The lectures helped me understand the idea more clearly.
- The lectures taught me about philosophy. I'm trying to be a better writer and I felt that this course lacked in improving my writing.
- The mandatory participation points forced me to be actively engaged in the class at all times
- The open discussions.
- The outside sources beside the book. The learning environment in class helps tremendously.
- The pop quizzes made it so I had to do the readings. Although, I didn't like the pop quizzes, it did reinforce my learning.
- The quizzes helped because they forced me to do the reading, which is great. I also benefited from talking to Weijers about my paper and how to improve my writing.
- The reading. It was the main aspect of this class.
- The readings and discussions
- The slide shows and other students' thoughts toward each subject helped the most in my learning experience in this course.
- The slides and the discussion was very helpful
- The surprise reading quizzes
- They way that the whole class got involved in the lecture discussions.
- Us dissecting the topic. I have thought of the pros and cons on a topic, but going deeper in it was fun
- Watching the online lectures/videos for discussion the next day.
- What contributed the most to my course experience was the encouraged participation in the class.
- Writing the assignments.
- class participation (2 Counts)

- content: The methods of argument analysis presented. It's so bloody useful! (I argue a lot because of my philosophical situation at home.)
course attributes: Writing assignments, readings, discussions(especially the instructor's contributions).
- he's use of this course I am starting to think indebtly
- how science and morality are in conflict with each other.
- participation
- the discussions in class
- the encouragement and support from the teacher
- the incredible amount of knowledge the professor had and the way he was able to make some of the more complex theories more understandable made it easier in my mind to tackle theories on my own that i found challenging
- the new knowledge about the subject
- very easy to follow lectures, straight foward and sympathetic

4. In what areas would you suggest improvements in the course?

- (See question 2) + Perhaps further integrating attendance into the student's grade?
- Analysis papers
- Better reading material and quiz structure.
- By the time we really start understanding a topic, another one takes its place. I wish we were able to spend more time on a subject and not progress so fast.
- Cannot think of any.
- Decrease the work load
- Don't weigh quizzes so heavily.
- Forcing us to write our papers in little bits is helpful for some people's learning styles, and might even helpful for people to write better papers. But it is a hindrance to other learning styles. Providing suggested benchmarks for writing papers, or making ample resources available is great. But having to go through that process and having to learn about deconstructing a sentence is a waste of my time and education, and actually a little insulting to my intelligence. But I get that it's necessary for a lot of students.
- Give clear bullet point grading rubric for the assignments.
- Help us understand the readings more because many of them are hard to comprehend.
- I can't really point out anything to improve. Overall the class was interesting, the lecture was good, and the grading was fair.
- I just feel that there was one too many essays
- I made a recommendation in a previous comment about the quizzes.
- I think the course would improve significantly if there was a prerequisite Philosophy course. I watched students who had no experience with Philosophy struggle, and I felt they often prevented the class as a whole from progressing as much as we otherwise could have. I don't know if this is a requirement for other majors, but perhaps there should be another similar class that is not an upper division Philosophy course for those who lack a Philosophy background. This is not to blame those students, I am sympathetic and recognize that this is simply a result of different majors entering into this course together. However, as a graduating senior, I suppose I had certain expectations and I don't think they were unreasonable for, as I have said, and upper division course in Philosophy.
- I would just say being more clear on an assignment.
- I would suggest giving more details about every chapter in the book that we went over.
- I'd suggest trying to get to the bulk of the issues sooner, or making another class wherein you learned basic western scientific phil. and then take a whole course to discuss the places where science and human values clash so that there might be even more discussion.
- In the lectures to add court cases.
- Just present essay assignment instruction sooner so more time is allowed to write them up
- Less dry readings.
- Less lecture, more open discussions.
- Less quizzes!
- Less time spent on Admin if possible.
- Less writing. This course is not writing intensive.
- Less writing..more analyzing.
- Limit assignments by quality not quantity.
- Make writing intensive courses focus more on writing and being a better writer. Learning about philosophical issues did not improve my writing.
- Maybe adding a bit more multiple choice quizzes instead of all being written.
- Maybe cut down on the lecture lengths.
- Maybe do some case reading. Teachers at this level of education forget sometimes to try and make things fun, that's what makes learning enjoyable and memorable, its how we do it in elementary school, why not here? I know it is suppose to be hard but its just a suggestion.
- Maybe find a different book.

- Maybe give some context before students start a reading.
- Maybe less weight on the quizzes. Often times the students are confused on the readings. The quizzes are given when students are still confused until your class.
- Maybe reading guides for the readings.
- More discussion based work for homework
- More in-depth teaching during class time
- More opportunities to earn marks that are not extra credit.
- More time to write the papers. Going through the assigned readings more.
- N/A (3 Counts)
- No, I do not have any suggestions for improvement in the course.
- None (2 Counts)
- None really i know that this subject can be confusing or boring to some but he did a great job to keep us awake or interested in the topic.
- None. (2 Counts)
- Not grading the papers so hard on the basis of how a philosophy papers are suppose to be. They are only worth 3 points and most students in the course aren't philosophy major, but rather only taking the course to fulfill their writing intensive. The first couple papers were graded to hard, as we didn't learn how exactly philosophy papers are written.
- Not making the class like a writing intensive when it is just an upper division GE
- Nothing.
- Personally, I am not a big fan of constant little assignments. But its totally up to the teacher. I felt the course was really enjoyable. I appreciated the reading quizzes because it helped me keep with the reading and made lectures much more enjoyable.
- Probably more writing since it is a writing intensive course.
- Reading load
- Same as before, I felt that some of the quizzes based on certain readings did not give the students the best chance of succeeding in the class
- The grading style is unlike anything I have ever seen. Many small items are given far to much weight, and larger items aren't worth enough points. The grading scale was very unusual.
- The only areas I would suggest improvements in the course is the book because it was very difficult and confusing to understand and not to be a writing intensive course since it isn't one.
- The only thing I would ask him to improve is to lay out the paper guidelines in class. He has all this information on his Blackboard page and he mentions in class to reference the material, but many of the peer papers I reviewed from other students did not meet this criteria for TWO papers. It is up to the student to seek out this information, especially since it's always available, but I feel like it would benefit his course if he spent 7-10 min before the due date of the first paper (Argument Summary) to go over the paper layout/expectations.
- The only thing that would of been nice is if we could have had spent a little less time on topic earlier on and could of talked more about the later material like cloning and genetically modified crops.
- The organization on SacCT (making information available in a word document), as well as a different approach to the writing assignments and quizzes.
- The pop quizzes were worth too much in comparison to the rest of the course work.
- The quizzes were difficult, and so was the reading material for someone with no previous knowledge of philosophy.
- The readings.
- There aren't any areas I would suggest improvement.
- To make things more simple, it would be nice to use SacCT instead of using other sites to turn in work. It would be nice if it were possible that all professors used only SacCT.
- To really go over papers and do 2 practice quizzes before the quizzes count towards grade
- Ultimately the largest issue with the class was that the writing intensive component of the class took away from what could otherwise be more engaging material. Unfortunately that is probably just the reality of having to teach a writing intensive course.

- Unfortunately the class is an intensive writing one that focuses heavily on writing skills. Though i know admin was avoidable by default, I wish there was more time to discuss the implications of different philosophical theories and how they pertain to science and value systems. The class acted as a great overview of different points of philosophical viewpoints, but I yearned for more detail on the subjects rather than how to write an argument. This however is no criticism on the teacher but rather a reflection of deciding to take a complicated subject for my writing intensive requirement,
- less reading assignments, spend more time on each topic
- none
- not so heavily dependent on quiz scores.
- see question 2.

Comments
ON ME

5. I have contributed to this class by...

- Actively engaging in class discussions.
- Actively participating
- Answering questions.
- Being involved in class discussions.
- Being there everyday and trying my hardest
- By actively participating.
- Coming every day. My papers arent strong. i like his suggestions and feedbacks from and from my fellow students.
- Coming to class every day, trying to be an active participant in conversations, and giving my genuine ideas to the class and professor.
- Coming to class everyday and participating. I also completed every assignment.
- Completing assignments, attending every class I possibly could, and always participating in class.
- Continuously participating and making my presence shown.
- Doing all assignments, readings and participation.
- Doing all my work.
- Doing the reading, participating, and helping other students with their papers. I have tried to offer help to my group and others with their essays, and I have done my best to only contribute useful comments during class time.
- Engaging in class discussing every day. Doing assignments on time.
- Engaging in class discussions while I voice my opinions and answer questions related to the lecture.
- Engaging in discussions, which I RARELY ever do.
- Gaining information from the professor
- Going to class and doing readings
- Having brilliant Nobel worthy commentary.
- Having near perfect attendance and completing all the assignments.
- I engaged in conversation, contributed my ideas and challenged the ideas of my classmates.
- I have contributed to this class by coming to class and on time and participated in class
- I have contributed to this class by participating in presenting my opinions on subjects, which I believe helped made this class more interesting.
- I have had a very rough semester and fear I was not able to contribute to the class fully. I did enter in classroom/online discussions.
- I have tried contributing to this class by giving comments to other students and giving my opinions about different class material.
- I usually go through a whole semester of class and never open my mouth to speak to others in the class. I feel that by allowing myself to participate, I contributed to my group discussions and perhaps the class discussions as well.
- I've done all the participation required (and have went beyond), I have also attended several extra credit events. I have turned in all my assignments on time and have been involved with classmates.
- In class participation
- Just general in class participation.
- Learning
- Occasionally adding to the conversation.
- Participating and attempting to further discussion or express my own viewpoints with logical evidence.

- Participating and helping fellow classmates who might have missed a class day.
- Participating daily, by raising my hand.
- Participating in almost every lecture and raising contrary points.
- Participating in class
- Participating in class discussing.
- Participating in class discussions (2 Counts)
- Participating in class discussions and actively contributing my opinion on issues relative to the subject.
- Participating in class discussions.
- Participating in class discussions. Serving as a thoughtful member of my local group.
- Participating in each lecture.
- Participating in group discussions, reading the chapters assigned, and listening attentively to the professors lectures.
- Participating when I felt I could provide a substantial comment that would aid in class discussion.
- Participating with my philosophical views.
- Participating.
- Participation
- Participation and attendance
- Participation in class, reading prior to class, turning in all assignments ect.
- Participation.
- Rebuking nonsensical comments.
- Speaking in class.
- Speaking up on topics I feel strongly about.
- There were times where I felt that some of the answers that I gave in the open discussion parts of the class had some influence on other students, as they would change their answers afterward.
- Writing a lot of papers and reading a lot of articles.
- Writing essays. taking quizzes, and participating in discussions.
- actively participating
- actively participating whenever I could to allow students to see philosophy from multiple perspectives, i voiced opinions that may be contrary to my own.
- being an active contributor to conversation when present in class.
- class participation
- contributing to class conversations.
- doing my part.
- doing the readings, all assignments, participating, taking the quizzes, and coming to class.
- group discussion comments, in class and online.
- participating (somewhat) in class discussions/ introducing a new perspective to a controversial issue/question
- participating in class and adding to the discussions.
- participating in class discussion
- participating in class discussions
- participating in lectures

- participating in the class discussions
- participation and working hard to achieve a good grade
- sharing my views when i feel that it is necessary
- showing up almost everyday and by speaking and giving my opinion.
- speaking my opinion

6. The letter grade I expect to receive in this class is...

- +B
- ???
- A (3 Counts)
- A mid to high C or low B (if I'm lucky)
- A or B
- A- (3 Counts)
- A- (I hope)!
- A.
- A/B
- Anywhere from a mid A to a mid B. I don't expect to get any lower than a B
- B (25 Counts)
- B
- B - C
- B maybe high C
- B or C, hopefully.
- B to A-
- B+ or A- (2 Counts)
- B+ or an A-, depends on how the rest of the class goes.
- B+ to A, course has not completed yet.
- B+, however I really want an A, but i doubt i get it due to majority of the percent towards grades being out of the every class quiz and not the papers and assignments that i spent weeks on.
- B+/A-
- B, C
- B.
- Based on my writing I would say a B. But I will get a lower grade because I had an issue with the philosophy aspect of this class. I was not taking this as a philosophy class.
- C (4 Counts)
- C+
- C.
- C. Apparently he's a hard grader.
- D-C
- Either an A or a B; Unfortunately I was swamped with an independent project during the first couple weeks of the semester, most likely having a negative impact on my test scores. Most of my written work was in the A or B range
- Hopefully a C
- Hopefully an A, but I am currently at a 92% due to my own lack of focus on the reading assignments at the beginning of the semester.
- I expect to receive an A considering the work I have put into the course.
- I expect to receive at least a B.
- I have no idea it could be anywhere from C to A.

- I hope i get a B. i still have a lot to learn
- I hope to receive at least a B in the class.
- I know i have worked hard enough to earn a B or C
- I'm hoping a B
- Low letter grade.
- Probably a B, I'd be juiced off an A though.
- Probably a C because of not turning in little assignments here n there. My own fault.
- Somewhere in the B plus to A range
- b
- c
- c-b
- would probably be a C because of the quizzes.